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ABSTRACT

This report summarizes research conducted by, or in collaboration with, the Division TEACCH (Treatment and Education of Autistic and related Communication handicapped CHildren) of the Department of Psychiatry in the University of North Carolina School of Medicine at Chapel Hill. The summaries contain bibliographic citations for published papers resulting from the research along with abstracts describing the research. The research summaries are arranged chronologically by date, from 1964 to 1990, with additional items in press listed at the end. Each of the over 250 research summaries is identified as belonging to one of 13 categories, namely: adolescence and adulthood, autistic characteristics, behavior management, biomedical, diagnostic assessment, family factors, language, parent involvement, teaching factors, autism theory, treatment model, treatment outcome, and general. (JDD)

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TEACCH RESEARCH REPORT

Eric Schopler

January 1991

Current and Past Research
on
Autistic Children and Their Families
Conducted by Division TEACCH
(Treatment and Education of Autistic
and related Communication handicapped Children)

Division of the Department of Psychiatry
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The legislative mandate for the TEACCH program was directed toward services for autistic children and their families and related research. TEACCH is located in the Department of Psychiatry, University of North Carolina School of Medicine at Chapel Hill because it is an ideal setting for training mental health, allied health, and special education professionals, for developing new treatment models, and for conducting related research.

Over the years it has become increasingly evident that a complex syndrome like autism (and similar disorders) cannot be understood separately from the ecological context of the child's family, school, and community. Accordingly, meaningful research is best conducted within a setting having direct clinical and educational responsibilities for such children and their families. The high degree of satisfaction expressed by most families with our services has yielded a high degree of parental cooperation with our research and training efforts.

The TEACCH Research Report, an elaboration of the research section of the TEACCH Annual Report, includes a summary of research conducted by, or in collaboration with, Division TEACCH faculty and staff. This research is classified by the following 13 categories: 1) Adolescence and Adulthood, 2) Autistic Characteristics, 3) Behavior Management, 4) Biomedical, 5) Diagnostic Assessment, 6) Family Factors, 7) Language, 8) Parent Involvement, 9) Teaching Factors, 10) Autism Theory, 11) Treatment Model, 12) Treatment Outcome, and 13) General.

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1964

- Schopler, E. (1964). On the relationship between early tactile experiences and the treatment of an autistic and a schizophrenic child. American Journal of Orthopsychiatry, 34, 339-340.

This summary focuses on one aspect of a complex treatment process and presents two different therapy strategies for an autistic and a schizophrenic child, focusing on the two children's different tactile experiences. (Autistic Characteristics)

1965

- Schopler, E. (1965). Early infantile autism and receptor processes. Archives of General Psychiatry, 13, 327-335.

The syndrome of early infantile autism is examined as a function of deviation in near-distance receptor usage. Available information is consistent with the view that early infantile autism involves early sensory deprivation. Treatments suggested include stimulation and communication via the available near-receptor systems. (Autistic Characteristics)

1966

- Schopler, E. (1966). Birth order and preference between visual and tactual receptors. Perceptual and Motor Skills, 22, 74.

Preference scores for 90 normal children were analyzed for birth order. Only-children scored higher than the expected mean on 3 out of 4 tactual measures, while children with siblings scored higher than the expected mean on 7 out of 7 visual measures. No differences were found between oldest and youngest siblings. (Autistic Characteristics)

- Schopler, E. (1966). Visual versus tactual receptor preference in normal and schizophrenic children. Journal of Abnormal Psychology, 71, 108-114.

Receptor preferences between visual or tactual stimuli were measured in schizophrenic and normal children aged 7-9; retarded children were used for MA control. Schizophrenic children were significantly lower in visual preference than same-aged normal children. Retarded individuals showed greater visual preference than did schizophrenic individuals of comparable MA. Implications for theory of schizophrenia were discussed. (Autistic Characteristics)

1969

- Schopler, E., & Loftin, J. (1969). Thinking disorders in parents of psychotic children. Journal of Abnormal Psychology, 74, 281-287.

Parents of young psychotic children were tested on the Object Sorting Test and were found to show more thought impairment than parents of normal children. It was anticipated that they would not show the same extent of thought impairment found in parents of schizophrenic adults. Findings were interpreted to suggest circumscribed test anxiety in association with a psychotic child. (Family Factors)

- Schopler, E., & Loftin, J. (1969). Thought disorders in parents of psychotic children: A function of test anxiety. Archives of General Psychiatry, 20, 174-181. Also in S. Chess & A. Thomas (Eds.), (1970), Annual progress in child psychiatry and child development (pp. 472-486); New York: Brunner/Mazel.

Parents of psychotic children were tested for conceptual thinking on the Object Sorting Test in the context of either their normal child or their psychotic child. Parents whose test-taking set was in reference to their normal child showed less impairment than parents whose set was in reference to their psychotic child. It is suggested that differential scores on the OST in this context, reflect certain anxiety reactions rather than a formal thought disorder. (Family Factors)

1971

- Reichler, R. J., & Schopler, E. (1971). Observations on the nature of human relatedness. Journal of Autism and Childhood Schizophrenia, 1, 283-296.

Human relatedness is hypothesized to be a multidimensional complex construct which could be analyzed in terms of simpler functions. Sixty-three children diagnosed as psychotic were evaluated. Factor analysis of diagnostic data generated three factors, one of which comprised a cluster of variables representing a measure of human relatedness and perceptual functions. Results of multiple regression analysis suggest that impairment of human relatedness is largely due to impaired perceptual functions. (Autistic Characteristics)

- Schopler, E. (1971). Parents of psychotic children as scapegoats. Journal of Contemporary Psychotherapy, 4, 17-22.

The purpose of this paper is to examine some of the conditions and reasons why parents of autistic and psychotic children have been regarded as primary agents in their child's psychosis and to see if these can be understood according to the age-old mechanisms of scapegoating. (Autism Theory)

- Schopler, E., Brehm, S. S., Kinsbourne, M., & Reichler, R. J. (1971). Effect of treatment structure on development in autistic children. Archives of General Psychiatry, 24, 415-421.

To assess the impact of structure variation on the treatment of autistic children, a study was designed in which structure was changed from relative structure to relative unstructure over two repeated 2-week cycles. Both children and therapists were rated on their reactions. Findings indicated that autistic children tended to react more favorably to structure than to unstructure. (Autistic Characteristics)

- Schopler, E., Reichler, R. J. (1971). Developmental therapy by parents with their own autistic child. In M. Rutter (Ed.), Infantile autism: Concepts, characteristics, and treatment (pp. 206-227). London: Churchill-Livingston.

The developmental therapy model assumes that directions of children's development are based in interactions with their parents. Parents are used as the primary developmental agents for their own children. This chapter discusses the rationale for using this model in treating autistic children and describes the structures and procedures of its application in the Child Research Project at UNC. (Treatment Model)

Schopler, E., & Reichler, R. J. (1971). Parents as cotherapists in the treatment of psychotic children. Journal of Autism and Childhood Schizophrenia, 1, 87-102. Also in Mental Health Digest, (1971), 3, 17-20. And in S. Chess & A. Thomas (Eds.), (1972), Annual progress in child psychiatry and child development (pp. 679-697); New York: Brunner/Mazel. And in A. Davids (Ed.), (1973), Current issues in psychopathology; Monterey, CA: Brooks/Cole.

A treatment program for psychotic and autistic children in which parents are helped to function as primary developmental agents is described and evaluated. Initial outcome trends are presented, indicating that parents have been developing effective skills as cotherapists. Optimal or normal levels of development are prognosticated for these children, depending on IQ, consistency of appropriate education, and degree of impairment. (Treatment Model)

Schopler, E., & Reichler, R. J. (1971). Problems in the developmental assessment of psychotic children. Excerpta Medica International Congress Series, No. 274, 1307-1311.

Common problems in mental assessment, structure setting, and educational expectations for psychotic children are outlined. Solutions which have been found to be useful at the Child Research Project are presented. (Diagnostic Assessment)

Schopler, E., & Reichler, R. J. (1971). Psychobiological referents for the treatment of autism. In D. W. Churchill, G. D. Alpern, & M. K. DeMyer (Eds.), Infantile autism (pp. 243-264). Springfield, IL: Charles Thomas.

Discussed in this chapter are 1) the nature of the autistic disorder, 2) the impaired perceptual mechanisms underlying the disorder, and 3) chief characteristics of parents of autistic children. Implications of these three points for the training and management of young autistic children are discussed. (Treatment Model)

1972

American Psychiatric Association. (1972). A program for psychotic children. Hospital and Community Psychiatry, 23, 307-310.

Each year since 1949, the American Psychiatric Association has presented awards to programs of outstanding merit. Its Gold Award, the highest presented, went to the Child research Project (now Division I-ACCH) in 1972. This report describes the project and was published in conjunction with the announcement of the Gold Award presentation. (Treatment Model)

Schopler, E., & Reichler, R. J. (1972). How well do parents understand their own psychotic child? Journal of Autism and Childhood Schizophrenia, 2, 387-400.

To test the hypothesis that parents can assess their psychotic child's level of development accurately, parents of 47 children were asked to estimate their child's level of functioning in several developmental areas. Their estimates were compared with those based on standard psychological testing. Parental estimates correlated significantly with test-based estimates. Parents whose children were mildly psychotic were relatively poorer estimators than parents of moderately or severely psychotic children. (Family Factors)

1973

Schopler, E. (1973). Current approaches to the autistic child. Pediatric Annals, 2, 60-74.

The shift in orientation of approaches to childhood autism from global generalizations to more specific information from current research is discussed. It is traced in the areas of diagnosis, theories of causation, parent role, treatment, research, and social action. (Autism Theory)

1974

Schopler, E. (1974). Changes of direction with psychotic children. In A. Davids (Ed.), Child personality and psychopathology: Current topics (Vol. 1) (pp. 205-236). New York: Wiley.

This chapter traces some of the sources of past confusion regarding etiology and treatment of autistic children, including the shift from theoretical beliefs to more specific information from current research. It summarizes the current state of affairs and projects future trends based on TEACCH research and clinical experience. (Treatment Model)

Schopler, E. (1974). The stress of autism as ethology [Editorial]. Journal of Autism and Childhood Schizophrenia, 4, 193-196.

This is a response to N. Tinbergen's Nobel Prize acceptance speech "Ethology and Stress Diseases," which asserted that autism is a form of shyness found in normal children. The author suggests that existing epidemiological studies replace acceptance of personal opinion. (Autism Theory)

1975

Hargrave, E., & Swisher, L. (1975). Modifying the verbal expression of a child with autistic behaviors. Journal of Autism and Childhood Schizophrenia, 5, 147-154.

The Bell and Howell Language Master was used in conjunction with the Monterey Language Program to modify the verbal expression of a 9-year-old boy with autistic behaviors. Two training modes were used: "live voice" and a tape recording. Results suggested that the child's responses to the Language Master were as good as, if not better than, his responses to the live voice presentations. (Language)

1976

Bristol, M. M. (1976). Control of aggressive behavior through school and homebased reinforcement. In J. Krumboltz & C. Thoresen (Eds.), Counseling methods. New York: Holt, Rinehart, & Winston. Reprinted in part in A. Kazdin (Ed.), (1984), Behavior modification in applied settings (3rd ed.). Homewood, IL: Dorsey.

Data are presented which illustrate the success of a child-parent-teacher contingency contract in reducing a child's aggressive behavior and increasing social interaction. (Behavior Management)

Edwards, J. L., Shigley, R. H., & Edwards, R. P. (1976). A case report of an autistic boy: Selective responding to components of bidimensional visual and auditory stimuli. Journal of Autism and Childhood Schizophrenia, 6, 139-146.

A study was reported in which an autistic boy was trained to discriminate between two auditory and two visual stimuli and subsequently tested for overselective responding. The overselectivity reported in past research did not occur using the procedure of this study. (Teaching Factors)

Mesibov, G. B. (1976). Alternatives to the principle of normalization. Mental Retardation, 14, 30-32.

(1976). Implications of the normalization principle for psychotic children. Journal of Autism and Childhood Schizophrenia, 6, 360-365.

(1976). Implications of the normalization principle for psychotic children: A response to the responses. Journal of Autism and Childhood Schizophrenia, 6, 373-377.

This series of 1976 articles discusses the normalization principle which has widely influenced programs for developmentally disabled people. It illustrates some shortcomings with this principle, especially when applied to severely handicapped people. (Teaching Factors)

Reichler, R. J., & Schopler, E. (1976). Developmental therapy: A program model for providing individual services in the community. In E. Schopler & R. J. Reichler (Eds.), Psychopathology and child development: Research and treatment (pp. 347-372). New York: Plenum.

Some of the problems of bringing therapeutic services to children are discussed. Basic reasons for the lack of adequate services are explored, with special reference to the problems of autistic and other severely deviant children. The North Carolina program for autistic children (Division TEACCH) is presented as a model for developmental services in the community. (Treatment Model)

Schopler, E. (1976). Childhood psychosis--etiology and autopsy [Guest Editorial]. Schizophrenia Bulletin, 2, 194-195.

A brief description is given of the research potential of autopsy material. Procedures for obtaining autopsy material in collaboration with the National Society for Autistic Children is outlined along with an autopsy protocol and the identification of relevant current assay methods. (Biomedical Factors)

Schopler, E. (1976). Towards reducing behavior problems in autistic children. In L. Wing (Ed.), Early Childhood Autism (2nd ed.) (pp. 221-245). Oxford: Pergamon.

Some relationships between historical assumptions of autism as "response to family stress" and parental difficulties in managing their autistic child are identified. Specific vs. general management difficulties are distinguished. Suggestions are made for helping parental management through changing treatment structures. (Behavior Management)

Schopler, E., & Reichler, R. J. (1976). Psychoeducational profile. Chapel Hill, NC: Child Development Products.

This is the first edition of the diagnostic tool for designing individualized instruction and home teaching programs for handicapped children. (Diagnostic Assessment)

Schopler, E., & Reichler, R. J. (Eds.). (1976). Psychopathology and child development: Research and treatment. New York: Plenum.

A definitive overview of knowledge about severe childhood psychopathology is presented. For the first time, findings of developmental research with normal children are applied to developmental processes in seriously disturbed children. (General Studies)

Swisher, L., Reichler, R. J., & Short, A. (1976). Language development history and change in autistic children. In S. K. Hirsch, D. H. Eldridge, I. J. Hirsch, & S. R. Silverman (Eds.), Hearing and Davis: Essays honoring Hallowell Davis. Saint Louis, MO: Washington University Press.

The relationship between early language development and prognosis for autistic children was the focus of this investigation. (Language)

1977

Marcus, L. M. (1977). Patterns of coping in families of psychotic children. American Journal of Orthopsychiatry, 47, 388-399.

The nature of family adaptation to severely and chronically disabling cognitive and behavioral conditions is considered. The relationship between atypical development and family response is examined to derive basic concepts (parents' perceptions of their child's unusual characteristics, effects of social relationships, etc.) and to suggest strategies for intervention and research. (Family Factors)

Marcus, L., Semrau, L., & Schopler, E. (1977). Division TEACCH: Toward a statewide network of public school services for the autistic child and his family. Coordinating Office for Regional Resource Centers, August, 34-44. Washington, DC.

The model for program TEACCH, derived from experience and joint efforts with autistic children and their parents, is presented. Public school integration, parent collaboration, individualization, and a developmental framework are important facets of this program. (Treatment Model)

Schopler, E. (1977). Treatment of autistic children: Historical perspective. In P. Mittler (Ed.), Research to practice in mental retardation: Care and intervention (Vol. 1) (pp. 237-243). Baltimore, MD: University Park.

This chapter reviews what is known or inferred about autistic children and their treatment historically. It also reviews how they were understood and treated during the several decades following Kanner's initial discovery of the syndrome in 1943. Finally, the most current approaches to autistic children are summarized. (Autism Theory)

Schroeder, C. S., & Mesibov, G. B. (1977). Module V--A behavioral approach to behavior problems and development of new skills (Text & Workbook). In P. K. Fullagar & M. E. Glover (Eds.), Competency based training: A manual for staff serving developmentally disabled children (Text & Workbook). Chapel Hill: Chapel Hill Outreach Training Project.

A competency-based approach for teaching behavioral principles to staffs of developmental day-care centers is described. (Behavior Management)

Sloan, J. L., & Schopler, E. (1977). Some thoughts about developing programs for autistic adolescents. Journal of Pediatric Psychology, 2, 187-190.

The concerns of older autistic people and their families are reviewed, including residential, employment, and social adjustment needs. It is concluded that an individualized intervention program in which parents have primary responsibility for decisions made about their child will provide the best, most responsive treatment approach. (Adolescence and Adulthood)

1978

Glover, E., & Mesibov, G. B. (1978). An interest center sensory stimulation program for severely and profoundly retarded children. Education and Training of the Mentally Retarded, 13, 172-177.

This paper describes a classroom curriculum that can be used with severely handicapped nonambulatory people. (Teaching Factors)

Lansing, M., & Schopler, E. (1978). Individualized education: A public school model. In M. Rutter & E. Schopler (Eds.), Autism: A reappraisal of concepts and treatment (pp. 439-452). New York: Plenum.

A discussion of the need for individualized educational curricula for autistic children is presented. Methods of implementing this process are suggested, including proper assessment of the autistic child's unique strengths and weaknesses and parental involvement in the educational process. Division TEACCH is cited as a model for developing administrative structures to facilitate needed individualization. (Treatment Model)

Lord, K., & Baker, A. (1978). Communicating with autistic children. Journal of Pediatric Psychology, 2, 181-186.

The delayed and disordered language of autistic children is discussed as it affects the delivery of health care and other services in interdisciplinary settings. Current research is reviewed concerning communication-related deficits. Methods for communicating with autistic children in health care settings are presented. (Language)

Marcus, L. M. (1978). Developmental assessment as a basis for planning educational programs for autistic children. Behavioral Disorders, 3, 219-226.

An instrument (the Psychoeducational Profile) that provides a comprehensive evaluation of developmental functioning of autistic children is described. Factors involved in programming from assessment data are considered, including understanding the child's abilities, selection of realistic goals and methods, and anticipation of potential management problems. (Diagnostic Assessment)

Marcus, L., Lansing, M., Andrews, C., & Schopler, E. (1978). Improvement of teaching effectiveness in parents of autistic children. Journal of the American Academy of Child Psychiatry, 17, 625-639.

Mothers were rated on teaching an unfamiliar tasks to their autistic children. Test-retest comparisons indicated positive changes in teaching effectiveness. A negative correlation was found between the child's age and rated teaching skills. The findings provide support for the intervention model of Parents as Cotherapists. (Treatment Outcome)

Rutter, M., & Schopler, E. (Eds.). (1978). Autism: A reappraisal of concepts and treatment. New York: Plenum. Translated into Japanese, 1982.

This volume presents a review of current knowledge, research, and clinical practice. The contributors, reporting on research conducted in a variety of environments, evaluate many new ideas and concepts in formulating fresh approaches to dealing with the problems associated with autism. (General Studies)

Schopler, E. (1978). Changing parental involvement in behavioral treatment. In M. Rutter & E. Schopler (Eds.), Autism: A reappraisal of concepts and treatment (pp. 413-421). New York: Plenum.

The history of two important shifts in the treatment of autistic children is discussed. One is the shift of parent as a causative factor to parent as an effective treatment agent; the other is the development of therapeutic treatment approaches derived from behavior modification techniques. (Parent Involvement)

Schopler, E. (1978). Collaboration with parents of autistic children. In L. E. Arnold (Ed.), Helping parents help their children: A handbook for professionals who guide parents (pp. 220-231). New York: Brunner/Mazel.

This paper describes the important role of parents as cotherapists in working to help their autistic children. (Parent Involvement)

Schopler, E. (1978). Limits of methodological differences in family studies. In M. Rutter & E. Schopler (Eds.), Autism: A reappraisal of concepts and treatment (pp. 297-301). New York: Plenum.

It is argued that methodological problems alone cannot account for disparities of findings in the literature regarding family influence on autism. It is further suggested that psychoanalytic theory, explaining normal and deviant personality development as a function of early family experiences, led to the "fad hypothesis" of parents as etiologic factors in childhood autism. (Family Factors)

Schopler, E. (1978). On confusion in the diagnosis of autism. Journal of Autism and Childhood Schizophrenia, 8, 137-169.

Definitions and diagnosis of childhood autism by Rutter and the National Society for Autistic Children are presented. They are one example of the difficulties in reaching consensus on a definition of autism. It is important that researchers be aware of these difficulties and explicitly identify specific characteristics and selection purposes implemented. (Diagnostic Assessment)

Schopler, E. (1978). Prevention of psychosis through alternate education. In S. J. Apter (Ed.), Focus on prevention (pp. 79-94). New York: Syracuse University Press.

Services offered by Division TEACCH are described with reference to the preventive aspects of the educational component of the program. Clinical and administrative innovations, the use of developmental therapy, and a strong emphasis on parent involvement are cited as key preventive elements. (Treatment Model)

Schopler, E., & Rutter, M. (1978). Subgroups vary with selection purpose. In M. Rutter & E. Schopler (Eds.), Autism: A reappraisal of concepts and treatment (pp. 507-517). New York: Plenum.

The problem of classification and the possible use of a multiaxial system of classification are discussed in this concluding chapter. Many specific mechanisms underlie the disorder. Research may prove more valid and effective when samples are selected for appropriate characteristics and when the selection purpose is clearly specified. (Diagnostic Assessment)

Sloan, J. L. (1978). Differential development of autistic symptoms in a pair of fraternal twins. Journal of Autism and Childhood Schizophrenia, 8, 191-202.

A case study reports the differential development of autistic symptoms in a pair of fraternal twins. Diagnostic, etiological, and treatment implications are discussed. (Autistic Characteristics)

1979

Bristol, M. (1979). Maternal coping with autistic children: The effects of interpersonal support and child characteristics. Unpublished doctoral dissertation, University of North Carolina at Chapel Hill.

This doctoral dissertation was conducted jointly with faculty from TEACCH, the Frank Porter Graham Center, and the UNC School of Education. It examined the extent to which severity of problems of autistic children were predictive of stress within the family. The study showed that specific characteristics of the autistic child do have a significant impact on family coping and suggested that there may be a characteristic pattern of stress associated with autism. (Family Factors)

Bristol, M., & Wiegerink, R. (1979). Parent involvement. In M. J. Paluszny (Ed.), Autism: A practical guide for parents and professionals. New York: Syracuse University Press. Translated into Japanese, (1981); Tokyo: Iwasaki Gakujutsu Shuppan. Translated into Spanish, (in press); Mexico City: Editorial Trillas.

Included in the chapter are sections describing reasons for the changing role of parents in the treatment of autism, using parents as teachers, enlisting parental support in parent training programs, providing parent support systems and contact with agencies, and assisting parents in dealing with immediate family concerns in coping with a handicapped child. (Parent Involvement)

DeVellis, R. R., & McCauley, C. (1979). Perception of contingency and mental retardation. Journal of Autism and Developmental Disorders, 9, 261-270.

The authors describe the phenomena of learned helplessness and external locus of control. Factors producing these phenomena are compared to situations in the lives of mentally retarded people. Specific deficits in mental retardation are shown to occur in "helpless" or "external" individuals as well. An examination of the processes associated with learned helplessness that may play a role in mental retardation might enhance our understanding of mental retardation. (Autism Theory)

Runck, B., & Schopler, E. (1979). Basic training for parents of psychotic children. In E. Corfman (Ed.), Families today--A research sampler on families and children, NIMH science monograph 1, DHEW publication no. (ADM) 79-815 (pp. 767-809). Washington, DC: Superintendent of Documents, U.S. Government Printing Office.

This is a report of the development of the TEACCH program for training parents as cotherapists with their own psychotic children from its beginning as an experiment in 1966 to 1979. Its becoming a statewide, state-supported program and some of its basic research directions are covered as the basic parent training component of TEACCH is described. (Parent Involvement)

- Schopler, E., Andrews, C., & Strupp, K. (1979). Do autistic children come from upper-middle class parents? Journal of Autism and Developmental Disorders, 9, 139-152. Also in Annual progress of child psychiatry and child development, (1980) (pp. 487-500); New York: Brunner/Mazel.

In order to resolve contradictory findings about social economic status of families with autistic children, an empirical study was conducted on a statewide sample of such families. It was hypothesized that autistic children from high SES families would be associated with seven social class selection factors. Four factors distinguished high SES from low SES families in the predicted direction. (Family Factors)

- Schopler, E., Rutter, M., & Chess, S. (1979). Editorial: Change of journal scope and title. Journal of Autism and Developmental Disorders, 9, 1-10.

The continuity between autism and other developmental disorders is emphasized and it is argued that a more productive approach to understanding autism is to view it within this context rather than as a totally separate and unrelated phenomenon. (Diagnostic Assessment)

1980

- Bristol, M. M. (1980). Impact of handicapped children on mothers: Some research results. Proceedings of the annual conference of the Office of Special Education, Handicapped Children's Early Education Program, Washington, DC.

High and low stress mothers of autistic children are compared. Significant differences were found in child characteristics in their families and in both formal and informal sources of support. The role of maternal employment status and of parental training in relieving stress are also discussed. (Family Factors)

- Davis, S., & Marcus, L. M. (1980). Involving parents in the treatment of severely communication-disordered children. Journal of Pediatric Psychology, 5, 189-198.

Methods and activities for working with parents of severely communication-disordered children are presented. Emphasis is placed on directly involving parents in the treatment process. The authors argue that language handicaps should be viewed in a broad social context. Parents' concerns and priorities should be incorporated in planning for the child. (Parent Involvement)

- DeVellis, R. R., DeVellis, B. M., Walliston, B. S., & Walliston, K. A. (1980). Epilepsy and learned helplessness. Basic and Applied Social Psychology, 1, 241-253.

The parallel between the natural history of seizure disorders and laboratory procedures for inducing learned helplessness is noted. To increase our understanding of epilepsy and learned helplessness and any relationship between the two, a survey of individuals with epilepsy was conducted. Results show that theoretically relevant dimensions of seizure disorders account for significant proportions of variance in learned helplessness indexes. (Autism Theory)

McHale, S. M., Simeonsson, R. J., Marcus, L. M., & Olley, J. G. (1980). The social and symbolic quality of autistic children's communication. Journal of Autism and Developmental Disorders, 10, 299-310.

In this study, the developmental status of the communicatory behavior of 11 autistic children was assessed. Children were observed during free play sessions under two conditions: teachers present and teachers absent. The quality and quantity of autistic children's communicatory behavior were greater in the teachers' presence than absence and the symbolic and social quality of the children's communicatory behavior increased over 8 months. Implications of these findings for the assessment of autistic children are discussed. (Autistic Characteristics)

Mesibov, G. B., Conover, B. S., & Saur, W. G. (1980). Limited guardianship laws and developmentally disabled adults: Needs and obstacles. Mental Retardation, 18, 221-226.

This study was designed to determine if the NC limited guardianship law is useful for developmentally disabled adults, and if so, why it is not being used. Interview results showed that limited guardianship could help meet the needs of developmentally disabled adults, but obstacles to use of the law are attitudinal barriers and lack of knowledge of the law. These problems are discussed and recommendations are made. (Adolescence and Adulthood)

Novak, M. A., Olley, J. G., & Kearney, D. S. (1980). Social skills of handicapped children in integrated and separate preschools. In T. Field (Ed.), High-risk infants and children: Adult and peer interactions. New York: Academic.

Children were observed during free-play periods in five different preschool settings to identify common behavioral differences between handicapped and normal children. Handicapped children played more with objects than with other children and visually explored the environment more. They initiated and received less social interaction and received more teacher direction than their normal age-mates. (Teaching Factors)

Routh, D. K., & Mesibov, G. B. (1980). Psychological and environmental intervention: Toward social competence. In H. E. Rie & E. D. Rie (Eds.), Handbook of minimal brain dysfunctions: A critical view. New York: Wiley.

Psychological and environmental approaches for helping children with MBD (minimal brain dysfunction) prepare for competent adult lives are described. Included are a review of follow-up studies of ex-MBD adults, a description of social competence, a discussion of behavior modification used with MBD children in classrooms and homes, and discussions of parent counseling and of coordinating treatment plans for MBD children. (Autism Theory)

Schopler, E. (1980). Two of the obstacles to reasonable and appropriate education [Response in "Parents Speak" column]. Journal of Autism and Developmental Disorders, 10, 470-472.

Too often funds intended for the education of children are diverted to attorneys and others as parents lose collaboration with schools in their effort to define "appropriate" education for their handicapped children. Two factors contributing to this are: 1) the lack of a distinction between individual and social needs and 2) the belief that "appropriate education" requires the services of many specialists instead of placing primary responsibility with the lead teacher. (Autism Theory)

Schopler, E., & Bristol, M. (1980). Autistic children in public schools. An ERIC exceptional child education report. Reston, VA: Council for Exceptional Children. Translated into Polish as Dzieci autystyczne w szkołach publicznych, (1984); Warsaw: Institute of Psychology, University of Warsaw. Also translated into Japanese.

This report discusses changes in our knowledge of autistic children, their special diagnostic and educational needs, and the reasons these children are in public schools. It outlines principles for designing educational programs for autistic children and cites contributions that school personnel can make to integrating these children into their schools. Resources available from TEACCH for school personnel are listed. (Teaching Factors)

Schopler, E., & Dalldorf, J. (1980). Autism: Definition, diagnosis, and management. Hospital Practice, 15, 64-73.

Recent investigations have exploded a number of misconceptions about autism. It is not a disease of the upper middle class; parents are not etiologic agents; the children do not "tune out" but rather never "tune in;" most important, autism is not childhood schizophrenia, and the diagnostic criteria are discriminating. Management of autism mandates close physician-family-community interactions. (Autism Theory)

Schopler, E., & Olley, J. G. (1980). Public school programming for autistic children. Exceptional Children, 46, 461-463.

Eight components of a comprehensive educational program for autistic children were identified. These components are 1) a system of identification and referral, 2) assessment leading to an educational program, 3) parental involvement, 4) an individualized instructional process, 5) agency cooperation, 6) staff training, 7) regional administration, and 8) a university tie. (Teaching Factors)

Schopler, E., Reichler, R., DeVellis, R., & Daly, K. (1980). Toward objective classification of childhood autism: Childhood autism rating scale (CARS). Journal of Autism and Developmental Disorders, 10, 91-103. Translated into Swedish, 1984, into French, 1986, into Japanese (1985).

An objective behavioral rating scale is described for the diagnosis and identification of children admitted to the TEACCH program. Data have been collected for the past decade and a reliable and valid rating system has been developed. This article describes the population the CARS was used with, reliability and validity, compares the categories of individuals that result from its use, and compares the definition reflected by the CARS to other definitions of autism. (Diagnostic Assessment)

Schopler, E., Reichler, R. J., & Lansing, M. (1980). Individualized assessment and treatment for autistic and developmentally disabled children: Vol. 2. Teaching strategies for parents and professionals (2nd ed.). Austin, TX: Pro-Ed. Translated into German, 1983; Japanese, 1986; French, 1988.

This manual explains in detail how to formulate and write teaching programs of behavioral and educational tasks for use by both parents and professionals in teaching handicapped children. (Teaching Factors)

Weigerrink, R., Hocutt, A., Posante-Loro, R., & Bristol, M. (1980). Parent involvement in early education programs for handicapped children. In J. J. Gallagher (Ed.), New direction for exceptional children. San Francisco: Jossey-Bass.

This review follows the history of parent involvement, the variety of parental roles being adopted in programs, and the available evidence on the effectiveness of parent involvement. A few studies support the efficacy of parental involvement, but since the nature of parental involvement varies from project to project, generalizations made about it may be meaningless. (Parent Involvement)

1981

Coleman, M., Schopler, E., & Taft, L. (1981). When autism threatens family balance. Patient Care, 15(7), 15-33.

This article discusses issues surrounding the problem of autism, including recognizing its common signs, differentiating it from other disorders, exploring available options for treatment and education, and providing counseling and support for the family. (Family Factors)

Dalldorf, J., & Schopler, E. (1981). Diagnosis and management of autism. Comprehensive Therapy, 7(4), 67-73.

The authors stress the role of the primary care physician in early identification of autism in order to prevent false reassurances, escalating parental guilt, and delays in the formulation of a therapeutic plan. Following a description of the syndrome, family and demographic characteristics, and possible causes, the diagnostic and assessment processes are discussed. Aspects of the medical examination and the physician's major roles in the management of the autistic patient and family are presented. (Autistic Characteristics)

LaGreca, A. M., & Mesibov, G. B. (1981). Facilitating interpersonal functioning with peers in learning disabled children. Journal of Learning Disabilities, 14, 197-238.

A social skills training program involving four learning disabled boys with poor peer relationships is described. The program focused on training joining skills and communication-conversation skills through modeling, coaching, and behavioral rehearsal strategies. Both skills were problems for the boys, and participation in the training program resulted in improvement in interpersonal skills and in the frequency of interactions with peers. (Treatment Model)

Marcus, L. M., McHale, S. M., Olley, J. G., & Simeonsson, R. J. (1981). A Piagetian approach to investigate educational skills of autistic children. In P. Mittler (Ed.), Frontiers of knowledge in mental retardation: Proceedings of the fifth congress of, IASSMD. Vol 1: Social, educational, and behavioral aspects (pp. 293-301). Baltimore: University Park.

Autism is discussed in a cognitive developmental framework using concepts derived from Piagetian theory. Descriptions of two studies reveal an increase in social behavior of autistic children during conditions of teacher present and normal peer interaction. The relevance of Piagetian theory for the assessment and education of autistic children is considered. (Autistic Characteristics)

Mesibov, G. B., & LaGreca, A. M. (1981). Ethical issues in parent-professional service interaction. In J. L. Paul (Eds.), Understanding and working with parents of handicapped children. New York: Holt, Rinehart, & Winston.

This chapter describes the parent-professional relationship and discusses special issues that have emerged from this union such as responsibilities for establishing appropriate treatment goals and conflicts between clinical needs and research goals. The differing perspectives of parents and professionals are highlighted for each problem issue.
(Parent Involvement)

Olley, J. G., DeVellis, R. F., DeVellis, B. M., Wall, A. J., & Long, C. E. (1981). The autism attitude scale for teachers. Exceptional Children, 47, 371-372.

The Autism Attitude Scale for Teachers has proven to be a reliable and valid method for assessing teachers' attitudes toward the inclusion of autistic children in their school or classrooms. Processes used in the development of the AAST are described. The scale's use for improving acceptance of developmentally disabled in the classroom is discussed.
(Teaching Factors)

Schopler, E., Mesibov, G., DeVellis, R., & Short, A. (1981). Treatment outcome for autistic children and their families. In P. Mittler (Ed.), Frontiers of knowledge in mental retardation. Vol. 1. Social, educational, and behavioral aspects (pp. 293-301). Baltimore: University Park.

This investigation examined treatment outcome from questionnaires completed by families served by TEACCH between 1966 and 1977. Findings rewarded that parents perceived the program as effective in helping them deal with their handicapped children. Areas of program effectiveness are reported, along with findings on effects of different child IQ levels and family SES.
(Treatment Outcome)

Schroeder, C. S., Mesibov, G. B., Eastman, J., & Goolsby, E. (1981). Preventive services for children: A model. In W. Burgess & B. A. Baldwin (Eds.), Crisis intervention theory and practice: A clinical handbook (pp. 128-138). Englewood Cliffs, NJ: Prentice-Hall.

Staff and students from nursing, psychology, social work, and medicine joined a group of pediatricians to provide preventive education and crisis intervention to parents. Services offered were evening education in child development and management, a telephone service, and regular hours for appointments with the professional staff. Information is provided on concerns parents have and methods used to meet those concerns.
(Treatment Model)

Sloan, J., & Marcus, L. (1981). Some findings on the use of the Adaptive Behavior Scale in a program for autistic children. Journal of Autism and Developmental Disorders, 11, 191-199.

Two studies on the use of the ASMD Adaptive Behavior Scale (ABS) with autistic children are presented. The first study compared ratings by parents and teachers on the same child. The second study examined change in adaptive and behavioral functioning across an academic year. Results showed that the ABS is more useful and reliable measure for assessing adaptive skill levels than behaviors of autistic children.
(Behavioral Management)

- Bristol, M. M., & Gallagher, J. J. (1982). A family focus for intervention. In C. Ramey & P. Trohanis (Eds.), Finding and educating the high risk and handicapped infant (pp. 137-161). Baltimore: University Park.

While parents differ in their responses to their handicapped infants and to intervention programs, they play a central role as educators and nurturers of their children. This chapter explores the evolution of this role of parents, the nature of parent/infant interactions, and implications for intervention strategies. (Family Factors)

- Dawson, G. , Warrenburg, W., & Fuller, P. (1982). Cerebral lateralization in individuals diagnosed as autistic in early childhood. Brain and Language, 15, 353-368.

In EEG measures of hemispheric activation during cognitive processing, 7 of the 10 autistic individuals tested showed a pattern of hemispheric specialization rarely seen in the normal population--a "reversal" in lateralization reflective of a lack of left hemisphere specialization for linguistic functions. The autistic individual's pattern of cognitive strength and weakness is suggestive of a selective impairment of the left cerebral hemisphere. (Biomedical Factors)

- Lord, C., Schopler, E., & Revicki, D. (1982). Sex differences in autism. Journal of Autism and Developmental Disorders, 12, 317-330.

Comparisons were made between male and female children with autism, 384 boys and 91 girls, on nonverbal measure of intelligence, adaptive functioning, receptive vocabulary, perception, and eye-hand integration and on ratings of affect, play, and relating. The results are discussed in terms of hypotheses concerning sex differences in genetic thresholds and in hemispheric lateralization. (Biomedical Factors)

- McHale, S. M., & Olley, J. G. (1982). Using play to facilitate the social development of handicapped children. Topics in Early Childhood Education, 2, 76-86.

This review of 70 books and articles summarizes studies of play therapy, mother-infanting games, role-playing, behavioral teaching of play, and play with peers. Each technique is rated for its effectiveness with handicapped, particularly retarded, youngsters. (Autism Theory)

- Mesibov, G. B. (1982). Problems of autistic adolescents and adults. Audio-Digest Psychiatry, 11, (4).

The emergence of autistic people into adulthood brings amelioration of some symptoms: interest in relationships grows, tolerance for change increases, and anxiety declines. Given adequate structure, autistic adults can be integrated into society--if the community is moved to accommodate their difference. (Adolescence and Adulthood)

- Mesibov, G. B., & Johnson, M. R. (1982). Intervention techniques in pediatric psychology. In J. Tuma (Ed.), Handbook for the practice of pediatric psychology. New York: Wiley.

New Intervention strategies have evolved from the practice of pediatric psychology, including techniques of prevention, consultation, psychotherapy, and behavior therapy. Relevant literature in each topic area is reviewed. (Autism Theory)

Schopler, E. (1982). Evolution in understanding and treatment of autism. Triangle, 21, 51-57.

Changes in understanding over the past four decades include recognition of autism's status as a developmental disability distinct from childhood schizophrenia, distribution of the syndrome over all social classes, and coexistence with mental retardation. (Autism Theory)

Schopler, E., Mesibov, G., & Baker, A. (1982). Evaluation of treatment for autistic children and their parents. Journal of the American Academy of Child Psychiatry, 21, 262-267.

A review of a series of evaluations of five elements of TEACCH: 1) program structure, 2) home observations of child behaviors, 3) parents' teaching effectiveness, 4) perceptions of treatment outcome, and 5) outcome as measured by rates of institutionalization. The series of studies reviewed offers evidence for effectiveness that no single effort could offer. (Treatment Outcome)

Schopler, E., & Olley, J. G. (1982). Comprehensive educational services for autistic children: The TEACCH model. In C. R. Reynolds & T. R. Gutkin (Eds.), The handbook of school psychology (pp. 629-643). New York: Wiley.

Following a brief history of autism and the TEACCH program's approach to the disorder, the classification of the children and the sources of assessment and diagnostic confusion encountered in assessment are discussed. Diagnostic and treatment procedures are also explained. The role school psychologists can play in the education of autistic children is considered. (Diagnostic Assessment)

Watson, L. R., & Lord, C. (1982). Developing a social communication curriculum for autistic students. Topics in Language Disorders, 3, 1-9.

Existing communication curricula, the TEACCH language program (its objectives, assessment, procedures for selection of instructional objectives, teaching activities and strategies), evaluation, and the case for individualization are discussed in light of the very uneven pattern of skills found within and between autistic people. (Language)

1983

Bristol, M. M., & Schopler, E. (1983). Stress and coping in families of autistic adolescents. In E. Schopler & G. B. Mesibov (Eds.), Autism in adolescents and adults (pp. 251-278). New York: Plenum.

Data from a large research project on family stress suggest that problems in families of developmentally handicapped children may be mediated by formal and informal support groups. Many problems attributed to adolescence are in fact due to a lack of adequate support services for autistic individuals and their families. (Family Factors)

Dalldorf, J. S. (1983). Medical needs of the autistic adolescent. In E. Schopler & G. B. Mesibov, (Eds.), Autism in adolescents and adults (pp. 149-168). New York: Plenum.

Medical and dental assessment and preventive care, growth patterns and sexual maturation, nutrition, infections, acne, and allergies are concerns for adolescents. The special problems in these areas for autistic adolescents and problems concerning seizures, psychopharmacologic agents, and genetic counseling are included. (Adolescence and Adulthood)

Dawson, G. (1983). Lateralized brain dysfunction in autism: Evidence from the Halstead-Reitan Neuropsychological Battery. Journal of Autism and Developmental Disorders, 13, 269-286.

Selected tests from the Halstead-Reitan neuropsychological battery were administered to male individuals diagnosed in early childhood as autistic. Results were compared with retarded people matched for IQ and with patients with demonstrable diffuse brain damage. Autistic subjects showed a greater degree of left hemisphere dysfunction. (Biomedical Factors)

Dawson, G., & Mesibov, G. B. (1983). Childhood psychoses. In C. E. Walker & M. C. Roberts (Eds.), Handbook of clinical child psychology (pp. 543-572). New York: Wiley.

Early infantile autism and childhood schizophrenia, the principal childhood psychoses, are differentiated by age of onset, family history of schizophrenia, symptomatology, frequency of cerebral dysfunction, speech development, and IQ level. Questions of the etiology, nature, and development of these psychoses remain unanswered, however. (Autism Theory)

Dawson, G., Warrenburg, S., & Fuller, P. (1983). Hemisphere functioning and motor imitation in autistic persons. Brain and Cognition, 2, 346-354.

On the basis of previous research, it was predicted that autistic people would show atypical hemispheric specialization for motor imitation. Autistic subjects showed significantly greater right hemisphere activation during the imitation tasks, than normal subjects. This pattern was particularly evident in younger autistic subjects and during oral, rather than manual, imitation tasks. (Biomedical Factors)

Gualtieri, C. T., Koriath, U., & Van Bourgondien, M. E. (1983). "Borderline" children. Journal of Autism and Developmental Disorders, 13, 67-72.

Children said to be borderline and referred for evaluation did not meet DSM-III criteria for borderline. Referring professionals seemed to base their impressions on the child's disorganized thinking and behavior. The borderline label was not helpful for treatment planning. Guidelines for application of this ambiguous diagnostic term are nonexistent. (Diagnostic Assessment)

Lord, C., Merrin, D. J., Vest, L., & Kelly, K. M. (1983). Communication behavior of adults with an autistic 4-year-old boy and his nonhandicapped twin brother. Journal of Autism and Developmental Disorders, 13, 1-17.

Preschool teachers were videotaped playing with an autistic 4-year-old and his nonhandicapped fraternal twin. Eight were informed that the autistic child had a language disability; 8 were not. Informed teachers made greater speech modifications to the autistic child. The implications of communicative adjustments to children with language and social impairments are discussed. (Language)

Lord, C., & O'Neill, P. J. (1983). Language and communication needs of adolescents with autism. In E. Schopler & G. B. Mesibov (Eds.), Autism in adolescents and adults (pp. 57-77). New York: Plenum.

This chapter includes a review of research on language skills of adolescents with autism and three case studies. Various language training programs for these adolescents and evaluations of the appropriateness of language program are covered. New directions in the study of language and autism are discussed. (Language)

McHale, S. M. (1983). Social interactions of autistic and nonhandicapped children during free play. American Journal of Orthopsychiatry, 53, 81-91.

Ten small groups of second and third graders participated in weekly play sessions with autistic children over a 10-week period. Observations of nonhandicapped children indicated that their social interaction increased. Autistic children displayed increases in social interaction and decreased in solitary behavior. (Autism Theory)

Mesibov, G. B. (1983). Current perspectives and issues in autism and adolescence. In E. Schopler & G. B. Mesibov (Eds.), Autism in adolescents and adults (pp. 37-53). New York: Plenum.

Issues and problems inherent in the transition from adolescence to adulthood are complicated by the disorders of developmentally handicapped persons. Programs for this group must address social and interpersonal skills, vocational opportunities, management of aggression and sexuality, and definition of the role of family. (Adolescence and Adulthood)

Mesibov, G. B., & Schopler, E. (1983). The development of community-based programs for autistic adolescents. Children's Health Care, 12, 20-24.

The TEACCH program is developing diagnostic and curriculum materials, intensive interventions, sex education, and staff training to serve adolescent and adult clients in community-based day and residential programs. These preliminary efforts may aid other's similar efforts. (Treatment Model)

Mesibov, G. B., Schopler, E., & Sloan, J. L. (1983). Service development for adolescents and adults in North Carolina's TEACCH program. In E. Schopler & G. B. Mesibov (Eds.), Autism in adolescents and adults (pp. 411-432). New York: Plenum.

The North Carolina TEACCH Program, originally mandated to care for autistic children, has extended its services to meet continuing needs of clients throughout their life cycle. Training is provided in small, structured classrooms and involves parent support. Specialized diagnostic and assessment tools are used to identify skills and formulate educational programs to prepare for community and vocational placements. (Adolescence and Adulthood)

Schopler, E. (1983). Introduction: Can an adolescent or adult have autism? In E. Schopler & G. B. Mesibov (Eds.), Autism in adolescents and adults (pp. 3-10). New York: Plenum.

Growing research has broadened Kanner's original definition of childhood autism, reflecting the development and needs of autistic children as they reach adolescence and adulthood. Particular needs of these individuals are communication skills, personal adjustment, social contact, and community programs. (Adolescence and Adulthood)

Schopler, E. (1983). New developments in the definition and diagnosis of autism. In B. B. Lahey & A. E. Kazdin (Eds.), Advances in clinical child psychology, Vol. 6, (pp. 93-127). New York: Plenum.

This chapter first defines autism from a historical perspective to identify the confusion that arises when autistic subjects are defined by early criteria that do not take into account subsequent data. Then the three main sources of diagnostic confusion are covered, including guidelines for the reduction of confusion in each area. (Diagnostic Assessment)

Schopler, E., Lansing, M., & Waters, L. (1983). Individualized assessment and treatment for autistic and developmentally disabled children: Vol. 3. Teaching activities for autistic children. Austin, TX: Pro-Ed. Translated into German, 1984; Japanese, 1985.

This teaching activities index is a collection of learning activities and behavior management suggestions drawn from the thousands of home teaching programs written in the history of Division TEACCH. These activities are arranged and cross-indexed by the function area of the activity, secondary skills involved in the task, the developmental level of the activity, and the behavioral problems toward which the activity is aimed. The activities are written so as to be of use to parents, teachers, and clinical professionals. (Teaching Factors)

Schopler, E., & Mesibov, G. (Eds.). (1983). Autism in adolescents and adults. New York: Plenum.

This book presents an overview of autism in adolescence and adulthood and a survey of nationally recognized programs serving needs of these age groups. Issues covered include educational, recreational, vocational, medical, social, legal, and family needs. (Adolescence and Adulthood)

Schopler, E., & Sloan, J. L. (1983). Recent developments in the diagnosis and assessment of autism. In S. Ray, M. J. O'Neill, & N. T. Morris (Eds.), Low incidence children: A guide to psychoeducational assessment (pp. 7-65). Natchitoches, LA: Steven Ray.

Defines autism and discusses in detail recent developments in methods and materials for assessment in relating assessment to treatment and education. Extensive readings in childhood psychosis and autism are given. (Diagnostic Assessment)

1984

Bristol, M. M. (1984). Family resources and successful adaptation to autistic children. In E. Schopler & G. Mesibov (Eds.), The effects of autism on the family (pp. 289-310). New York: Plenum.

Factors placing families of autistic children at risk for stress and crisis are reviewed. Then the results of several studies of the contributions of various family resources to successful family adaptation are discussed. (Family Factors)

Bristol, M. M., & Schopler, E. (1984). A developmental perspective on stress and coping in families of autistic children. In J. Blacher (Ed.), Severely handicapped young children and their families (pp. 91-141). New York: Academic.

This chapter reviews research on stress and coping in families of autistic children. Theories of parent-causal models and an alternative view of parents as part of the solution are discussed. Studies of the impact of autistic children on families are reviewed and factors related to successful family adaptation to autistic children are highlighted. (Family Factors)

Dawson, G., & Adams, A. (1984). Imitation and social responsiveness in autistic children. Journal of Abnormal Child Psychology, 12, 209-226.

Subjects' imitation and object permanence skills were assessed and their language and social behaviors were observed during free play. They were also exposed to three interactive procedures. The results suggest that developmental status is an important variable in designing intervention programs for severely impaired children. (Autism Theory)

- Dawson, G., & McKissick, F. C. (1984). Self-recognition in autistic children. Journal of Autism and Developmental Disorders, 14, 383-394.

The hypothesis that the autistic child's impairment in social relatedness stems in part from underlying deficits in self-recognition was explored. It was concluded that the autistic child's social deficits are not due to a lack of differentiation between self and other. (Autism Therapy)

- Gallagher, J., Scharfman, W., & Bristol, M. (1984). The division of responsibilities in families with preschool handicapped and nonhandicapped children. Journal of the Division of Early Childhood, 8, 3-11.

The allocation of responsibilities within 50 pairs of parents with preschool handicapped children were compared with those of 83 pairs with preschool normal children. Research questions focused on differences between groups in parent responsibility allocations, differences between groups in level of satisfaction with current execution of family roles, and differences between mothers and fathers in their role satisfactions and desired role behavior. (Parent Involvement)

- Lord, C. (1984). The development of peer relations in children with autism. In F. J. Morrison, C. Lord, & D. P. Keating (Eds.), Advances in applied developmental psychology (pp. 165-229). New York: Academic.

A systematic, empirically based description of the social behavior of autistic children with their peers is presented. Then the behavior of autistic children is related to the social development of normal children. (Autistic Characteristics)

- Lord, C. (1984). Language comprehension and cognitive disorder in autism. In L. Siegel & F. J. Morrison (Eds.), Cognitive development in atypical children (pp. 67-82). New York: Springer-Verlag.

Studies of comprehension in autistic people are reviewed. The relationship between language comprehension and other behaviors is discussed with the goal of describing and accounting for these deficits, finding which of them are specific to autism, and determining if they are primarily particular to language or are more the result of broader cognitive deficits. (Language)

- Lord, C., & Ward, M. J. (1984). Autism and childhood psychoses. In H. Adams & P. Sutker (Eds.), Comprehensive handbook of psychopathology (pp. 973-1000). New York: Plenum.

Discusses autism and childhood psychoses in light of problems of definition, diagnosis, etiology, and epidemiology of childhood psychoses. Behavioral characteristics, treatments, and follow-up studies of psychotic children are covered. (Autism Theory)

- Marcus, L. M. (1984). Coping with burnout. In E. Schopler & G. B. Mesibov (Eds.), The effects of autism on the family (pp. 311-326). New York: Plenum.

Burnout as it pertains to families of autistic children is defined and described. Coping techniques that families have used and a system of strategies for intervention are given. (Family Factors)

- McHale, S. M., Simeonsson, R. J., & Sloan, J. L. (1984). Children with handicapped brothers and sisters. In E. Schopler & G. B. Mesibov (Eds.), The effects of autism on the family (pp. 327-342). New York: Plenum.

The literature relevant to how handicapped children affect their siblings' development, how they influence family functioning, and how they and their siblings get along is examined. Definitive conclusions about what conditions are most important in these areas await future research. (Family Factors)

- Mesibov, G. B. (1984). Evolution of pediatric psychology: Historical roots to future trends. Journal of Pediatric Psychology, 9, 3-11.

The brief history of pediatric psychology is reviewed and the current status of the field is evaluated. A discussion of promising future trends follows. More research on problems in pediatric psychology, greater involvement in normal childrearing, more emphasis on prevention, and training seem the most fruitful directions for future expansion. (General Studies)

- Mesibov, G. B. (1984). Social skills training with verbal autistic adolescents and adults: A program model. Journal of Autism and Developmental Disorders, 14, 395-404.

A social skills training program begun with verbal autistic adolescents and adults for positive peer-related social experiences and learning useful skills is described. Training objectives and teaching are detailed. Preliminary indications suggest program success. Implications of the program for the understanding and treatment of autistic adolescents and adults is described. (Treatment Model)

- Olley, J. G., & Marcus, L. M. (1984). Considerations in the assessment of children with autism. In S. J. Weaver (Ed.), Testing children: A reference guide for effective clinical and psychoeducational assessment (pp. 71-84). Kansas City, MO: Test Corporation of America.

This chapter covers prediagnostic preparation, administration of tests, and interpretation and communication of results. Summaries of seven intelligence tests, each including a description, autistic children it is best suited for, and its advantages and disadvantages, are given. Strategies for management of autistic handicaps during testing are included. (Diagnostic Assessment)

- Schopler, E. (1984). My great teachers. In E. Schopler & G. B. Mesibov (Eds.), The effects of autism on the family (pp. 227-232). New York: Plenum.

The most important contribution to a professional's knowledge may come less from empirical research than from the teaching and example of autistic clients and their parents. The founder of the TEACCH program describes some lessons he owes to these great teachers. (Family Factors)

- Schopler, E., & Mesibov, G. B. (Eds.). (1984). The effects of autism on the family. New York: Plenum.

The various ways parents and professionals relate to one another and the historical evolution of these relationships are examined. The roles of parents as teachers of, and advocates for, their autistic children and as teachers and students of various professionals, legislators, and one another are included. Sibling relationships and general family adaptation are explored. (Parent Involvement)

- Schopler, E., & Mesibov, G. B. (1984). Professional attitudes toward parents: A forty-year progress report. In E. Schopler & G. B. Mesibov (Eds.), The effects of autism on the family (pp. 3-17). New York: Plenum.

Parents of autistic children have ceased to be regarded as the cause of the disorder and are now treated as cotherapists and advocates. Contributing to this change are a redefinition of autism as a developmental disorder, an expansion of therapeutic methods, a change in attitudes among parents themselves, and a growth in community understanding of the disorder. (Autism Theory)

- Schopler, E., Mesibov, G. B., Shigley, R. H., & Bashford, A. (1984). Helping autistic children through their parents: The TEACCH model. In E. Schopler & G. B. Mesibov (Eds.), The effects of autism on the family (pp. 65-81). New York: Plenum.

For over a decade, the North Carolina TEACCH program has used four types of parent-professional relationships to deliver a comprehensive network of statewide services. These include collaboration for child advocacy, staff training of parents, parent training of staff, and interaction for emotional support. (Parent Involvement)

- Short, A. B. (1984). Short-term treatment outcome using parents as cotherapists for their own autistic children. Journal of Child Psychology and Psychiatry and Allied Disciplines, 25, 443-458.

This study evaluates the effects of Schopler and Reichler's development treatment for autistic children, which used parents as cotherapists. Fifteen children were followed during waiting and treatment periods. The results are discussed in terms of their implications for treatment, prognosis, and future outcome research. (Treatment Outcome)

- Stabler, B., & Mesibov, G. B. (1984). Role functions of pediatric and health psychologists in health care settings. Professional Psychology, 15, 142-151.

A questionnaire requesting information on years of experience, work settings, training, professionals identification, services performed, difficulties encountered, and general consultation goals was sent to both pediatric and health psychologists. Roles, functions, and implications for future practice in health care settings are discussed. (General Studies)

1985

- Bristol, M. M. (1985). Designing programs for young developmentally disabled children: A family systems approach to autism. Remedial and Special Education, 4, 46-53.

A literature review reveals that a deficit model of parental pathology and definition of the parent as patient lack empirical support. A biological etiology for autism is discussed. Research supporting a family systems approach is examined. (Treatment Model)

- Devellis, R., DeVellis, B., Revicki, D. A., Lurie, S. J., Runyan, D. K., & Bristol, M. M. (1985). Development and validation of the Child Improvement Locus of Control (CLLC) Scales. Journal of Social and Clinical Psychology, 3, 308-325.

Two studies describe the development and validation of the Child Improvement Locus of Control (CLLC) scales. Oblique factor analysis yielded five scales assessing parents' beliefs in 1) Chance, 2) Divine Influence, 3) Parents, 4) Professionals, and 5) the Child as factors influencing child improvement. Alphas for the five scales were generally acceptable. (Family Factors)

- Lord, C. (1985). Autism and the comprehension of language. In E. Schopler & G. B. Mesibov, (Eds.), Communication problems in autism (pp. 257-310). New York: Plenum.

Implications for autistic children of what is known and proposed about the development of language comprehension are discussed. The relations between language comprehension and social behavior and language comprehension as a function of cognitive skills are described. Suggestions are made both for the assessment of comprehension and for intervention strategies to improve functional communication. (Language)

- Lord, C. (1985). Contribution of behavioral approaches to the language and communication of persons with autism. In E. Schopler & G. B. Mesibov (Eds.), Communication problems in autism (pp. 59-68). New York: Plenum.

This is a discussion of how behaviorism, in theory and practice, has helped or failed to help to increase the ability of autistic people to communicate in everyday settings and to increase our understanding of the nature of autism. (Language)

- Lord, C., & Schopler, E. (1985). Brief report: Differences in sex ratios in autism as a function of measured intelligence. Journal of Autism and Developmental Disorders, 15, 185-193.

Results from analyses of sex ratios as a function of IQ are presented for autistic children and nonautistic, communication-handicapped and behavior-disordered children. The relevance of the findings to genetic factors and the heterogeneity of autism is discussed. (Biomedical Factors)

- Morrison, F. J., Lord, C., & Keating, D. P. (1985). Applied developmental psychology, Vol. 2. New York: Academic.

This is a book of articles describing original research that attempts to apply either methods or concepts from developmental psychology to real-world problems. This volume includes papers on children's understanding of emotions, the effects of low birth weight and prematurity, and the development of children with visual impairments. (General Studies)

- Olley, J. G. (1985). Social aspects of communication in children with autism. In E. Schopler & G. B. Mesibov (Eds.), Communication problems in autism (pp. 311-328). New York: Plenum.

Consideration is given to the meaning of communication and how that concept is applied to the study of autism. Past explanations and assumptions about communication and autism used as bases for treatment are explored. Current knowledge is applied to improving assessment and treatment by making fuller use of social context and social consequences. (Language)

- Olley, J. G., & Rosenthal, S. L. (1985). Current issues in school services for students with autism. School psychology Review, 14, 166-170.

Recent research and practice in the education of students with autism are contrasted with earlier approaches and grouped in seven current issues: assessment, early intervention, family involvement, setting of classrooms, curriculum, program evaluation, and staff training and consultation. (Autism Theory)

Schopler, E., & Mesibov, G. B. (Eds.). (1985). Communication problems in autism. New York: Plenum.

Communication deficits, a central symptom of the autism syndrome, are intertwined with the social and cognitive difficulties that also characterized autism. This book sorts through the growing body of literature on language and communication in autism for the most relevant, verifiable, and potentially useful evidence accumulated to date. (Language)

Schopler, E., & Mesibov, G. B. (1985). Introduction to communication problems in autism. In E. Schopler & G. B. Mesibov (Eds.), Communication problems in autism (pp. 3-13). New York: Plenum.

Historical trends in autism and communication are outlined to place the research and practice described in this volume in an appropriate context. The important developments and new perspectives that appear in the volume are described under headings of current trends, relating social deficits to language problems, and new trends in applications. (Language)

Shea, V., & Mesibov, G. (1985). Brief report: The relationship of learning disabilities and higher-level autism. Journal of Autism and Developmental Disorders, 15, 425-435.

Similarities between severe LD and higher-level autism are discussed in the areas of intelligence, uneven profile, language difficulties, and social and interpersonal deficits. Differences between LD and autism in the areas of relatedness and play interests are then discussed. The concept of overlapping continua between LD and autism is discussed in terms of its usefulness for both theory and treatment. (Autism Theory)

Watson, L. R. (1985). The TEACCH communication curriculum. In E. Schopler & G. B. Mesibov (Eds.), Communication problems in autism (pp. 187-206). New York: Plenum.

This chapter describes the TEACCH communication curriculum in terms of its philosophy, its content, its actualization, and the evaluation of its effectiveness. Specific examples are given. (Treatment Model)

1986

Bristol, M., & Gallagher, J. (1986). Psychological research on fathers of young handicapped children: Evolution, review, and some future directions. In J. J. Gallagher & P. Vietze (Eds.), Families of handicapped children (pp. 81-100). Baltimore, MD: Paul Brookes.

Drawing on examples from the literature on normal and atypical child development, this chapter illustrates how concepts of family influence have informed research questions asked and answers found regarding fathers of handicapped children. Directions for future research are suggested. (Family Factors)

Dawson, G., & Galpert, L. (1986). A developmental model for facilitating the social behavior of autistic children. In E. Schopler & G. B. Mesibov (Eds.), Social behavior in autism (pp. 237-261). New York: Plenum.

The early social development in normal infants is surveyed and the social deficits of autism and their influences on development are described. A developmental approach to the treatment of autistic children and an example of such a treatment are given. Limitations and criticisms of such an approach are discussed. (Treatment Model)

Garfin, D., & Lord, C. (1986). Communication as a social problem in autism. In E. Schopler & G. B. Mesibov (Eds.), Social behavior in autism (pp. 133-151). New York: Plenum.

The purpose of this chapter is to discuss the link between communication and the social problems in autism. The focus is on the specific aspects of communication related to social functioning and on elements of social development which affect the learning and use of communication skills, especially by people with autism. (Language)

Lord, C., & Garfin, D. (1986). Facilitating peer-directed communication in autistic children and adolescents. Australian Journal of Human Communication Disorders, 14, 33-49.

This paper provides guidelines for enhancing the ways in which autistic children and adolescents attempt to communicate to peers and to respond to their peers' communication. The focus is on using a framework derived from concepts concerning the nature of social and language deficits of autistic individuals to determine methods of intervention. (Language)

Lord, C., & Hopkins, J. (1986). The social behavior of autistic children with younger and same-age nonhandicapped peers. Journal of Autism and Developmental Disorders, 16, 249-262.

Results of a study observing autistic children's interactions with nonhandicapped and autistic peers are reported. After intervention, all subjects showed gains in proximity, orientation, and responsiveness when playing with nonhandicapped peers and with autistic classmates. (Behavior Management)

Marcus, L. M., & Baker, A. (1986). Assessment of autistic children. In R. J. Simeonsson (Ed.), Psychological assessment of special children (pp. 279-304). Newton, MA: Allyn & Bacon.

This chapter describes methods and practices in the assessment of autistic children. It covers objectives of evaluation, general and specialized instruments including the Psychoeducational Profile. Recommendations for behavior management and interpretation of results are included. (Diagnostic Assessment)

McHale, S., Sloan, J., & Simeonsson, R. (1986). Sibling relationships of children with autistic, mentally retarded, and nonhandicapped brothers and sisters. Journal of Autism and Developmentally Disorders, 16, 399-413.

The subjects were 90 children between 6 and 15 years of age, 30 with autistic, 30 with mentally retarded, and 30 with nonhandicapped brothers or sisters. The children were questioned about sibling relationships and particular problems in regard to their brothers or sisters. Mothers filled out a behavior rating scale on their children's behavior toward the sibling. In general, children and mothers rated the sibling relationships positively. (Family Factors)

Mesibov, G. B. (1986). A cognitive program for teaching social behaviors to verbal autistic adolescents and adults. In E. Schopler & G. B. Mesibov (Eds.), Social behavior in autism (pp. 265-283). New York: Plenum.

This chapter describes the application of a cognitive behavioral model to Division TEACCH's social skills program for autistic adolescents and adults. Targeted deficits are specified and discussed and the program's structure, process, and the rationale for each are described. (Treatment Model)

Mesibov, G., & Dawson, G. (1986). Pervasive developmental disorders and schizophrenia. In J. Reisman (Ed.), Behavior disorders in infants, children, and adolescents (pp. 117-152). New York: Random House.

Infantile autism is discussed under the headings of neurological correlates, theories of autism, etiological factors, and treatment. Schizophrenia in childhood and adolescence is discussed under the headings of background, differential diagnosis, etiology, and treatment. Childhood onset pervasive developmental disorder and schizotypal personality disorder are also discussed. A case illustration is used with each of the four major topics. (General)

Mesibov, G. B., & Schaffer, B. (1986). Autism in adolescents and adults. In M. L. Wolraich & D. K. Routh (Eds.), Advances in developmental and behavioral pediatrics (Vol. 7) (pp. 313-343). Greenwich, CT: Jai.

As more children grow up maintaining features consistent with autism, but not identical with adult mental retardation or schizophrenia, more research and clinical programs are developed. This chapter reviews what we know, describes some model programs, and discusses future research and clinical practice. (Adolescence and Adulthood)

Olley, J. (1986). The TEACCH curriculum for teaching social behavior to children with autism. In E. Schopler & G. B. Mesibov, (Eds.), Social behavior in autism (pp. 351-373). New York: Plenum.

The literature and history of social skills training for children with autism are reviewed. The assessment of social skills is discussed at length as the foundation for the TEACCH social behavior curriculum for autistic children which is then described. (Treatment Model)

Schopler, E. (1986). Relationship between university research and state policy: Division TEACCH--Treatment and Education of Autistic and related Communication handicapped Children. Popular Government, 51(4), 23-32.

This article tells the story of how questioning the assumption that parental pathology caused autism began a series of events leading to Division TEACCH. It describes how that idea caught on in North Carolina and worked into both the clinical procedures of the Psychiatry Department of the UNC-CH Medical School and into the North Carolina state agency structure.

Schopler, E. (1986). Editorial: Treatment abuse and its reduction. Journal of Autism and Developmental Disorders, 16, 99-104.

Discusses the treatment abuse at Matt Israel's Behavior Research Institute and the media coverage of Israel's Institute and abuse of "aversive therapy." Covers these issues and related ones of behavior and drug therapies in a historical context. Suggests means for avoiding the abuses discussed through a variety of professional and legal means. (Behavior Management)

Schopler, E., & Mesibov, G. (1986). Introduction to social problems in autism. In E. Schopler & G. B. Mesibov (Eds.), Social behavior in autism (pp. 1-11). New York: Plenum.

The autism syndrome and the social problems that characterize it are discussed in a historical perspective. The major trends in this area of study are analyzed in the context of their presentation in this volume. (Autism Theory)

Schopler, E., & Mesibov, G. (Eds.). (1986). Social behavior in autism. New York: Plenum.

Despite the importance of the social problems in autism, they still represent the least understood and studied of its various aspects. This book's purpose is to help fill this gap in the literature. The social problems and skills of autistic youngsters and adults are addressed by identifying 1) relevant issues from studies of normal development, 2) social problems in autism, and 3) remediation efforts. (Autistic Characteristics)

Schroeder, S., Gualtieri, C., & Van Bourgondien, M. (1986). Behavioral pharmacotherapy of autistic behaviors. In M. Hersen & S. E. Breuning (Eds.), Pharmacological and behavioral treatment: An integrative approach (pp. 89-107). New York: Wiley.

This chapter discusses the integrated pharmacological and behavioral management of problem behaviors of autistic people. Classification schemes for autism, neurobiological factors affecting treatment, and the relation of autism to other developmental disorders are reviewed. A conceptual model and illustrative case of combined pharmacotherapy and behavior therapy are presented. (Biomedical Factors)

Warren, N., Ilgen, E., Van Bourgondien, M., Konanc, J., Grew, R., & Amara, I. (1986). Children of divorce: The question of clinically significant problems. Journal of Divorce, 10, 87-106.

This paper reports the results of a study of a nonclinical sample of children of divorce using criteria to assess clinically significant levels of problems in school-age children. The results suggest children may adapt to divorce much better than some studies suggest. (General Studies)

Watson, L., Martin, J., & Schaffer, B. (1986). Form, content, and function of the spontaneous communication of autistic students. Australian Journal of Human Communication Disorders, 14, 91-102.

This study explores interactions among communicative and cognitive skills in autistic students and examines the extents to which these students are similar to normal ones in communicative development. The data are discussed in terms of implications regarding cognitive and linguistic versus motivational differences in autistic people and in terms of implications for assessment and treatment. (Language)

Wooten, M., & Mesibov, G. (1986). Social skills training for elementary school autistic children with normal peers. In E. Schopler & G. Mesibov (Eds.), Social behavior in autism (pp. 305-319). New York: Plenum.

This chapter presents a classroom model in the TEACCH program for using nonhandicapped peers to teach social skills to autistic students. This program comes from a TEACCH-affiliated classroom in North Carolina. Many of the approaches and techniques developed and refined in this classroom are being used in other TEACCH-affiliated classrooms around the state as well. (Treatment Model)

- Bristol, M. (1987). The home care of developmentally disabled children: Empirical support for a model of successful coping with family stress. In S. Landesman & P. Vietze (Eds.), Living with retarded people (pp. 401-422). Washington, DC: Monographs of the American Association of Mental Deficiency.

This is a report of a study of home care of autistic children. It examines various aspects of family adaptation to the stressful presence and care of a developmentally disabled child with the intention of developing a conceptual model for successful family coping. (Family Factors)

- Bristol, M. (1987). Methodological issues in the assessment of single-parent families of handicapped children. Journal of the Division for Early Childhood, 11, 135-142.

Negative assumptions about single-parent families of young handicapped children can influence the design of both research and intervention for these families. This paper challenges those negative assumptions by addressing six critical issues related to assessment of single parent families. The implications of each issue for research design and intervention are discussed. (Family Factors)

- Bristol, M. (1987). Mothers of children with autism or communication disorders: Successful adaptation and the double ABCX model. Journal of Autism and Developmental Disorders, 17, 469-486.

This study demonstrates the effectiveness of the Double ABCX or FAAR model in predicting successful adaptation (good marital adjustment, few maternal depressive symptoms, and an in-home rating of family functioning) in 45 families of autistic and communication-impaired children. The model consisted of severity of the handicap and other family stresses, family resources of cohesion and social support, family definition of the handicap, and adequacy of coping patterns. (Family Factors)

- Bristol, M., Reichle, N., & Thomas, D. (1987). Changing demographics of the American Family: Implications for single-parent families of handicapped children. Journal of the Division for Early Childhood, 12, 10-25.

This paper reviews demographic data on changes in the prevalence and types of single-parent families of handicapped and nonhandicapped children. Available research on adaptation in single-parent families of handicapped children is discussed with a view to identifying areas for research. Service needs of these families are noted, and an overview of some employment-related and publicly-funded resources for family needs is provided. (Family Factors)

- Lord, C., & Schopler, E. (1987). Neurobiological implications of sex differences in Autism. In E. Schopler & G. Mesibov, (Eds.), Neurobiological issues in autism (pp. 191-211). New York: Plenum.

This chapter reviews previously identified sex differences in autism, discusses the neurobiological implications of these differences, and outlines needs for future research. (Biomedical Factors)

- Marcus, L., & Mesibov, G. (1987). Comprehensive services for adolescents with autism. International Journal of Adolescent Medicine and Health, 3, 145-154.

This paper describes the network of services for autistic adolescents and adults in the TEACCH program. Functional curricula, prevocational training, communication and social skills training, job advocacy and placement, group home programs, and services to parents of adolescents and adults are covered. (Treatment Model)

- Marcus, L., & Schopler, E. (1987). Working with families: A developmental perspective. In D. Cohen, A. Donnellan, & R. Paul (Eds.), Handbook of autism and pervasive developmental disorders (pp. 499-512). New York: Wiley.

This chapter describes the changing needs of families from a developmental perspective as the autistic child moves from early childhood to adulthood. It suggests methods and strategies for enhancing the coping skills of families as they struggle with a lifelong handicapping condition in their offspring. (Family Factors)

- Olley, J. (1987). Classroom structure and autism. In D. Cohen, A. Donnellan, & R. Paul (Eds.), Handbook of autism and pervasive developmental disorders (pp. 411-417). New York: Wiley.

This is a review of aspects of classroom structure, particularly antecedent or setting events, that have been found to be effective in teaching students with autism. The advantages of a structured approach as well as specific factors (e.g., materials, task difficulty, predictability, characteristics of other children) are discussed. (Teaching Factors)

- Rutter, M., & Lord, C. (1987). Language impairment associated with psychiatric disorder. Clinics in Developmental Medicine, 101-102, 206-233.

This review paper attempts to outline various ways language impairments are associated with psychiatric problems. The possible relationships between language impairment and cognitive disorders as well as social deficits are discussed. The focus is on the nature of these relationships, with brief discussions of the most common childhood diagnoses associated with these impairments and major forms of intervention. (Language)

- Rutter, M., & Schopler, E. (1987). Autism and pervasive developmental disorders: Concepts and diagnostic issues. Journal of Autism and Developmental Disorders, 17, 159-186.

This report brings up to date available information on the defining features and diagnostic issues relating to autism and related disorders. It reviews the validity of the syndrome and controversies over both the boundaries and the heterogeneity within the syndrome. Diagnostic rating instruments for systematic sample selection are critiqued, and leads for new research directions are suggested. (Diagnostic Assessment)

- Schopler, E. (1987). Journal of Autism and Developmental Disorders. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education (p. 877). New York: Wiley.

A brief history of JADD and a discussion of its content and purpose. (General Studies)

- Schopler, E. (1987). Specific and nonspecific factors in the effectiveness of a treatment system. American Psychologist, 42, 376-383.

The paradox of the placebo concept is used to evaluate both specific and nonspecific treatment components responsible for the effectiveness of TEACCH. It is concluded that empirical research demonstrating specific treatment techniques must be evaluated in the broader context of nonspecific treatment effects. (Treatment Model)

Schopler, E. (1987). TEACCH. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education (pp. 1536-1537). New York: Wiley.

A brief history and description of Division TEACCH. (Treatment Model)

Schopler, E., & Mesibov, G. (1987). Introduction to neurobiological issues in autism. In E. Schopler & G. Mesibov (Eds.), Neurobiological issues in autism (pp. 3-11). New York: Plenum.

Tensions between basic and applied research--between research to understand autism and its application to prevent and ameliorate the difficulties of autism--are discussed. The major trends in the neurobiological field as they pertain to autism are reviewed in the context of their presentation in this volume. (Biomedical Factors)

Schopler, E., & Mesibov, G. (Eds.). (1987). Neurobiological issues in autism. New York: Plenum.

Neurobiological research priorities and ethical issues are discussed, and both theory and empirical-based neurological and genetic issues are covered. Chapters also treat neurochemical, biochemical, nutritional, and medication issues. (Biomedical Factors)

Schopler, E., & Sloan, J. (1987). Autistic behavior. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education (pp. 163-165). New York: Wiley.

A brief history of the concept, definition, and treatments of autism. (General Studies)

Schopler, E., & Sloan, J. (1987). Childhood schizophrenia. In C. Reynolds & L. Mann (Eds.), Encyclopedia of special education (pp. 313-316). New York: Wiley.

A discussion of some of the history of the concept and definition of childhood schizophrenia and of some of the current issues relevant to its classification. (Diagnostic Assessment)

Schopler, E., & Sloan, J. (1987). Minimizing the crippling effects of autism. In J. Byrne, R. Jahiel, R. Lubin, & J. Gorelick (Eds.), Handbook of prevention of mental retardation and developmental disabilities. New York: Van Nostrand Reinhold.

Kanner's description of autism has proven durable, but his theories of parental psychogenesis, social class etiology, unitary disease process and peak skills have been abandoned. Current treatment programs emphasize comprehensive individualized programming in collaboration with parents and community. Since autism is not a unitary disorder, a single biochemical "cure" is unlikely. (Autism Theory)

Short, A., & Marcus, L. (1987). Psychoeducational evaluation of autistic children and adolescents. In S. S. Strichart & P. Lazarus (Eds.), Psychoeducational evaluation of school-aged children with low-incidence disorders (pp. 155-180). Orlando, FL: Grune & Stratton.

The purposes, rationale, and methods for the psychoeducational evaluation of school-aged individuals with autism are described. Issues and instruments for assessment in the following areas are discussed: cognitive, communication, social, academic, adaptive, sensory, vocational, and behavioral. Special concerns relating to the assessment of adolescents are outlined. Two case studies are presented. (Diagnostic Assessment)

Short, A., & Schopler, E. (1987). Recovery in autistic children: Comment on Lovaas study. Spectrum, 1(2), 4 & 8.

This brief critique of the Lovaas (1987) study on the outcome of intensive behavior intervention with young autistic children reviews the problems with the study and its extravagant outcome claims. (Treatment Outcome)

Simeonsson, R., Olley, J., & Rosenthal, S. (1987). Early intervention for children with autism. In M. J. Guralnick & F. C. Bennett (Eds.), The effectiveness of early intervention for at risk and handicapped children (pp. 275-296). New York: Academic Press.

This review of published research on early intervention for children with autism indicates that surprisingly little sound research on this topic has been conducted. The few studies reporting successful early intervention had in common such factors as structured behavioral treatment, parent involvement, intensive early treatment, and an emphasis on teaching generalization of skills. (Autism Theory)

Van Bourgondien, M. (1987). Children's responses to retarded peers as a function of social behaviors, labeling, and age. Exceptional Children, 53, 432-439.

The effects of socially inappropriate behaviors and the label "in a special class for the retarded" on the attitudes and behaviors of 96 girls were examined. Results indicated that social behaviors had a significant effect on attitudes and behaviors of peers while the label did not. (General Factors)

Van Bourgondien, M., & Mesibov, G. (1987). Humor in high-functioning autistic adults. Journal of Autism and Developmental Disorders, 17, 417-424.

This study examined the humor used by a group of autistic adults participating in a social skills group at Division TEACCH. Along with empirically examining the jokes used by this group of high-level autistic adults, the study demonstrates that they enjoy a wide range of jokes and that humor seems to enrich their lives. (Adolescence and Adulthood)

Van Bourgondien, M., Mesibov, G., & Dawson, G. (1987). Pervasive developmental disorders: Autism. In M. Wolraich (Ed.), The practical assessment and management of children with disorders of development and learning (pp. 326-351). Chicago: Year Book Medical Publishers.

This is an overview of current research and treatment issues in the area of autism with an emphasis on practical applications. (Treatment Model)

Watson, L. (1987). Pragmatic abilities and disabilities of autistic children. In T. Layton (Ed.), Language and treatment of autistic and developmentally disordered children (pp. 89-128). Springfield, IL: Charles Thomas.

This chapter reviews literature pertaining to the skills and problems that autistic people have in using language appropriately in interacting with others. The relationships between pragmatic skills and linguistic, cognitive, and social skills are examined as well as the extent to which current neurobiological theories can account for the pragmatic deficits observed in autism. (Language)

- Bristol, M., Gallagher, J., & Schopler, E. (1988). Mothers and fathers of young developmentally disabled and nondisabled boys: Adaptation and spousal support. Developmental Psychology, 24, 441-451.

The influence of both parent gender and the child's disability status on parental adaptation and family roles was tested in 56 families of young developmentally disabled and nondisabled boys. Developmental child assessments, in-home rating of parenting, and maternal and paternal self-assessments and interviews were included. (Family Factors)

- Dewey, D., Lord, C., & Magil, J. (1988). Qualitative assessment of the effect of play materials in dyadic peer interactions of children with autism. Canadian Journal of Psychology, 42, 242-260.

The relationship between play materials, and qualitative aspects of play of nonretarded autistic, behavior-disordered, and normally developing children in dyads with nonhandicapped age-mates was investigated. The dyads were videotaped playing with one of four types of materials. Results are discussed in terms of the effect of structure on play. (Teaching Factors)

- Garfin, D., McCallon, D., & Cox, R. (1988). Validity and reliability of the Childhood Autism Rating Scale with autistic adolescents. Journal of Autism and Developmental Disorders, 18, 367-378.

The validity and reliability of the CARS for autistic adolescents was tested in two studies. Results suggested that the scale may be an adequate measure of autism in adolescents. (Diagnostic Assessment)

- Lord, C. (1988). Enhancing communication in adolescents with autism. Topics in Language Disorder, 9, 72-81.

This article covers communication issues arising during adolescence, recent changes in approaches to communication, and identifying goals, resources, and strategies for communication by autistic adolescents. Specific goals with objectives and associated treatment approaches are given. (Language)

- Lord, C., & Schopler, E. (1988). Intellectual and developmental assessment of autistic children from preschool to schoolage: Clinical implications of two follow-up studies. In E. Schopler & G. Mesibov (Eds.), Diagnosis and assessment in autism (pp. 167-181). New York: Plenum.

This chapter discusses what the authors learned from two follow-up studies about the stability and predictability of the IQs of young children with autism. Changes in scores of autistic children tested at young ages over a follow-up period of 5 years are the basis of a discussion of uses and limitations of early intelligence testing of autistic children. (Diagnostic Assessment)

- Marcus, L., & Olley, J. (1988). Developing public school programs for students with autism and related developmental disabilities. In M. Powers (Ed.), Severe developmental disabilities: Expanded systems of interaction (pp. 179-197). Baltimore: Paul Brookes.

This paper describes problems and barriers faced by autistic students and their families in getting appropriate educational services and methods of overcoming these problems as illustrated by the TEACCH program. Issues in diagnosis and assessment, continuity of curriculum, working with school administrations, and interagency cooperation are addressed. (Treatment Model)

- Mesibov, G. B. (1988). Diagnosis and assessment of autistic adolescents and adults. In E. Schopler & G. B. Mesibov (Eds.), Diagnosis and assessment in autism (pp. 227-238). New York: Plenum.

This chapter described the work done and the instruments developed at TEACCH in working with adolescents and adults with autism. The use of the CARS with adolescents and adults for diagnostic purposes is covered. Assessment of adolescents and adults with the AAPEP is presented. Changes in autism with maturity are discussed. (Diagnostic Assessment)

- Mesibov, G., Schopler, E., Schaffer, B., & Landrus, R. (1988). Individualized assessment and treatment for autistic and developmentally disabled children: Vol. 4. Adolescent and adult psychoeducational profile (AAPEP). Austin, TX: Pro-Ed.

The AAPEP extended the PEP to be applicable to the needs and goals of adolescents and adults. It is a source of information for developing the individualized programs centered around the vocational and residential placements that autistic adolescents and adults need. (Diagnostic Assessment)

- Mesibov, G. B., Troxler, M., & Boswell, S. (1988). Assessment in the classroom. In E. Schopler & G. B. Mesibov (Eds.), Diagnosis and assessment in autism (pp. 261-270). New York: Plenum.

This chapter describes how assessment techniques can facilitate effective interventions in a classroom. The assessment process is discussed including different aspects of it such as examination of deficits, strengths, interests, long-range needs, and curriculum areas. (Diagnostic Assessment)

- Rutter, M., LeCouteur, A., Lord, C., MacDonald, H., Rios, P., & Folstein, S. (1988). Diagnosis and subclassification of autism: Concepts and instrument development. In E. Schopler & G. Mesibov (Eds.), Diagnosis and assessment in autism (pp. 239-259). New York: Plenum.

This chapter describes measures that have been developed to meet the needs of new purposes of diagnosis in autism. As the basic biological disorder is identified, so the clinical diagnostic criteria become both sharpened and redefined and the diagnostic instruments used must keep pace. (Diagnostic Assessment)

- Rutter, M., & Schopler, E. (1988). Autism and pervasive developmental disorders: Concepts and diagnostic issues. In E. Schopler & G. Mesibov (Eds.), Diagnosis and assessment in autism (pp. 15-36). New York: Plenum.

This chapter brings up to date available information on the defining features and diagnostic issues relating to autism and related disorders. It reviews the validity of the syndrome and controversies over both the boundaries and the heterogeneity within the syndrome. Diagnostic rating instruments for systematic sample selection are critiqued, and leads for new research directions are suggested. (Diagnostic Assessment)

Schopler, E., & Mesibov, G. (Eds.). (1988). Diagnosis and assessment in autism. New York: Plenum.

Issues of classification and diagnosis are presented from the perspective of parents, teachers, and clinicians. Diagnostic instruments for autistic children are reviewed. General assessment issues of behavior, nutrition, families, and living environments are covered. Diagnosis of lower functioning children, of adolescents and adults, and of preschool children are all given special attention. (Diagnostic Assessment)

Schopler, E., & Mesibov, G. (1988). Introduction to diagnosis and assessment in autism. In E. Schopler & G. Mesibov (Eds.), Diagnosis and assessment in autism (pp. 3-14). New York: Plenum.

The major themes of the book and their treatments in the various chapters are presented. Special emphasis is given to the design and use of instruments and processes for diagnosis and assessments that directly serve clinicians, parents, and teachers in programming for academic, communication, vocational, self-help, and social needs of autistic clients. (Diagnostic Assessment)

Schopler, E., Reichler, R., & Renner, B. (1988). The childhood autism rating scale (CARS). Los Angeles, CA: Western Psychological Services.

The CARS is a 15-item scale for diagnostic screening and classification of autism that separates mild to moderate from moderate to severe cases and distinguishes them from developmentally handicapped children without autism. It is constructed to enable clinicians to obtain a more objective diagnosis of autism in a readily usable form. The CARS items are identified according to their consistency with the five major diagnostic systems now widely in use. (Diagnostic Assessment)

Short, A., & Schopler, E. (1988). Factors relating to age of onset in autism. Journal of Autism and Developmental Disorders, 18, 207-216.

This study examines the distribution of ages of onset of autism and related communication handicaps and assesses factors related to age of onset. Early onset is found to relate clearly to severity as measured by IQ and ratings on the CARS. The findings support the treatment of age of onset of autism by DSM-III-R. (Autism Theory)

Watson, L., & Marcus, L. (1988). Diagnosis and assessment of preschool children. In E. Schopler & G. Mesibov (Eds.), Diagnosis and assessment in autism (pp. 271-301). New York: Plenum.

Early identification and diagnosis, developmental indices, and courses of development are discussed. The process for assessment in social, communication, cognitive, and motor areas is presented. Assessment of medical and family needs is covered. The clinical implications of diagnosis and assessment of preschool children are discussed. (Diagnostic Assessment)

- Bristol, M., & Schopler, E. (1989). The family in the treatment of autism. In American Psychiatric Association, Treatments of psychiatric disorders: A task force report of the American Psychiatric Association (pp. 249-266). Washington, DC: American Psychiatric Association.

This chapter discusses the importance, purpose, treatment, and efficacy data for parents as cotherapists, parent counseling (vs. psychotherapy), and sibling services. The chapter follows a clear and detailed outline that makes its extensive information accessible. (Parent Involvement)

- Campbell, M., & Schopler, E. (Eds.). (1989). Section 2: Pervasive developmental disorders. In American Psychiatric Association, Treatments of psychiatric disorders: A task force report of the American Psychiatric Association (pp. 179-294). Washington, DC: American Psychiatric Association.

This section offers a comprehensive presentation of the state of the art of psychosocial and pharmacologic therapeutic interventions in pervasive developmental disorders. The section reflects the theoretical shift from psychodynamic concepts based on psychoanalytic theories to emphasis on empirical research based on cognitive and behavior theory. (General)

- Lansing, M. (1989). Educational evaluation. In C. Gillberg (Ed.), Diagnosis and treatment of autism (151-166). New York: Plenum.

This chapter describes broad educational evaluation for beginning the planning for optimal treatment for an autistic child. This is described in the context of the TEACCH evaluation using the Psychoeducational Profile Revised (PEP-R).

- Le Couteur, A., Rutter, M., Lord, C., Rios, P., Robertson, S., Holdgrafer, M., & McLennan, J. (1989). Autism diagnostic interview: A standardized investigator-based instrument. Journal of Autism and Developmental Disorders, 19, 363-387.

The development of a new standardized investigator-based interview for use in the differential diagnosis of pervasive development disorders is described together with a diagnostic algorithm based on its use. The algorithm identified all of the autistic and none of the nonautistic subjects. (Diagnostic Assessment)

- Lord, C., Goode, S., Rutter, M., & Schopler, E. (1989). Sex differences in autism. International Journal of Rehabilitation Research, 12, 113-114.

Describes an international collaborative study of females with matched males. Discusses the possible implications of sex differences for our understanding of the etiology and developmental course of autism. (Autistic Characteristics)

- Lord, C., & Magil, J. (1989). Methodological and theoretical issues in studying peer-directed behavior and autism. In G. Dawson (Eds.), Autism: Nature, diagnosis, and treatment (pp. 326-345). New York: Guilford.

This chapter considers some of the methodological and theoretical issues that have arisen from studies on peer interactions by autistic children carried out in the last few years. It addresses methodological issues and the problem of defining a child's intent to participate in social interaction when the child has limited communication and social skills. (Autism Theory)

- Lord, C., Rutter, M., Goode, S., Heemsbergen, J., Jordan, H., Mawhood, L., & Schopler, E. (1989). Autism diagnostic observation schedule: A standardized observation of communicative and social behavior. Journal of Autism and Developmental Disorders, 19, 185-212.

The ADOS, a standardized protocol for observation of social and communicative behavior associated with autism, is described. It is a series of structured and semistructured presses for interaction, accompanied by coding of specific target behaviors associated with particular tasks and by general ratings of the quality of behaviors. Interrater reliability and test-retest reliability are described. (Diagnostic Evaluation)

- Lord, C., & Schopler, E. (1989). The role of age at assessment, developmental level, and test in the stability of intelligence scores in young autistic children. Journal of Autism and Developmental Disorders, 19, 483-500.

Longitudinal comparisons were made of IQ and DQ scores for three age groups of autistic children at initial assessment and reassessed at least 2 years later. Stability and predictability over a mean follow-up period of 5 years were related to age, developmental level, and test used at initial assessment. (Diagnostic Assessment)

- Lord, C., & Schopler, E. (1989). Stability of assessment results of autistic and nonautistic language-impaired children from preschool years to early school age. Journal of Child Psychology and Psychiatry, 30, 575-590.

Predictability, consistency in group means, and intraindividual stability of developmental quotients and performance IQs were assessed from preschool to school age for autistic and nonautistic communication-handicapped children. DQs at age 4 were correlated with performance IQ at age 10 for both groups, and absolute difference scores and group means were equivalent for both samples. (Diagnostic Assessment)

- Marcus, L., & Campbell, M. (1989). Diagnosis and evaluation for treatment planning. In American Psychiatric Association, Treatments of psychiatric disorders: A task force report of the American Psychiatric Association (pp. 180-192). Washington, DC: American Psychiatric Association.

This chapter on the use of diagnosis and evaluation of autism for treatment planning discusses the criteria for diagnosis, the purposes of evaluation, some strategies of evaluation, and the implementation of a treatment plan. (Diagnostic Assessment)

- Marcus, L., & Schopler, E. (1989). Parents as cotherapists with autistic children. In C. Schaefer & J. Briesmeister (Eds.), Handbook of parent training (pp. 337-360). New York: Wiley.

This chapter focuses on the model that has been used in the TEACCH program. The chapter reviews earlier approaches to working with parents and describes the foundations of the TEACCH model. The model is then discussed in detail with case illustrations and relevant research findings. (Parent Involvement)

- Mesibov, G. (1989). Other treatment modalities. In American Psychiatric Association, Treatments of psychiatric disorders: A task force report of the American Psychiatric Association (pp. 266-274). Washington, DC: American Psychiatric Association.

This chapter discusses some of the treatment modalities used with autistic adolescents and adults such as individual counseling, social skills training, and residential options. (Adolescence and Adulthood)

Mesibov, G. (1989). Transition from school to work. In American Psychiatric Association, Treatments of psychiatric disorders: A task force report of the American Psychiatric Association (pp. 129-132). Washington, DC: American Psychiatric Association.

This chapter examines some basic training goals for each phase of the developmental process from identification through adulthood for the mentally retarded, emphasizing skills necessary later for community functioning. (General)

Mesibov, G., Schopler, E., & Calson, W. (1989). The Adolescent and Adult Psychoeducational Profile (AAPEP): Assessment of adolescents and adults with severe developmental handicaps. Journal of Autism and Developmental Disorders, 19, 33-40.

This study of the reliability and validity of the AAPEP found high interrater reliability on all function areas of the AAPEP and on all three of its scales. Validity measures suggested that the recommendations generated from the AAPEP were more helpful than those already generated for the individual clients and contained in their Individual Educational Programs or Individual Habilitation Plans. (Diagnostic Assessment)

Mesibov, G., Schopler, E., Schaffer, B., & Michal, N. (1989). Use of the Childhood Autism Rating Scale with autistic adolescents and adults. Journal of the American Academy of Child and Adolescent Psychiatry, 28, 538-541.

The suitability of the CARS for diagnosing adolescents and adults with autism was tested and CARS ratings over time were examined to assess how the characteristics of autism change during adolescence. The CARS was found suitable for use with adolescents, and nine CARS categories showed significant improvements over time while one showed significant decrement. (Diagnostic Assessment)

Morrison, F. J., Lord, C., & Keating, D. P. (1989). Applied developmental psychology, Vol. 3. New York: Academic Press.

This edited book contains research reviews concerning studies of infants that have direct applications to medicine, clinical practice, public policy, or education. (General Studies)

Morrison, F. J., Lord, C., & Keating, D. P. (1989). Psychological development in infancy: An overview. In F. J. Morrison, C. Lord, & D. P. Keating (Eds.), Applied developmental psychology, Vol. 3 (pp. 2-8). New York: Academic Press.

This chapter is a review of applied studies of infant development and how they have affected medicine and public policy in the last 10 years. (General Studies)

Olley, J., & DiLavore, P. (1989). Special education. In American Psychiatric Association, Treatments of psychiatric disorders: A task force report of the American Psychiatric Association (pp. 123-129). Washington, DC: American Psychiatric Association.

Legal and educational issues are discussed with attention to labeling, classroom placement, curriculum, teaching methods, and early intervention as they are important for the mildly, the moderately, and the profoundly mentally retarded. (General)

Olley, J., & Marcus, L. (1989). Education for children with autism. In American Psychiatric Association, Treatments of psychiatric disorders: A task force report of the American Psychiatric Association (pp. 192-201). Washington, DC: American Psychiatric Association.

This chapter provides a discussion of the "least restrictive environment" and approaches to applying this principle to children with autism. The chapter reviews the roles that parents and physicians may play in the education of autistic children. (Teaching Factors)

Schopler, E. (1989). Excesses of the normalization concept. American Psychologist, 44, 447-448.

This letter written in support of the 1987 Landesman and Butterfield review of the normalization controversy presents a position against ideologues at the extremes of the deinstitutionalization controversy. (Treatment Model)

Schopler, E. (1989). Principles for directing both educational treatment and research. In C. Gillberg (Ed.), Diagnosis and treatment of autism (167-183). New York: Plenum.

This chapter, based on North Carolina's state-wide, community-based service system for autistic children and adults, reviews both the primary obstacles to the development of that system and also the most useful and important concepts and principles that have made it viable for so long.

Schopler, E., Short, A., & Mesibov, G. (1989). Relation of behavioral treatment to "normal functioning": Comment on Lovass. Journal of Consulting and Clinical Psychology, 57, 162-164.

This critique of the Lovaas (1987) study on the outcome of intensive behavioral intervention with young autistic children reviews the problems with the study and posits that it is not possible to determine the effects of the intervention based on the available data. (Treatment Outcome)

Van Bourgondien, M. (1989). General counseling services. In American Psychiatric Association, Treatments of psychiatric disorders: A task force report of the American Psychiatric Association (pp. 104-107). Washington, DC: American Psychiatric Association.

This review of counseling services for the mentally retarded stresses the importance of involving all of the significant adults from the client's life in the therapy. (General)

Van Bourgondien, M., & Mesibov, G. (1989). Diagnosis and treatment of adolescents and adults with autism. In G. Dawson (Ed.), Autism: Nature, diagnosis, and treatment (pp. 367-385). New York: Guilford.

This is a review of major research and clinical issues in the diagnosis of adolescents and adults with autism. (Adolescence and Adulthood)

Watson, L. (1989). Language and communication therapy. In American Psychiatric Association, Treatments of psychiatric disorders: A task force report of the American Psychiatric Association (pp. 201-217). Washington, DC: American Psychiatric Association.

This chapter covers the goals of language and communication therapy with autism and related disorders, assessment as the starting point for therapy, and treatment methods. (Language)

Watson, L., Lord, C., Schaffer, B., & Schopler, E., (1989). Teaching spontaneous communication to autistic and developmentally handicapped children. New York: Irvington.

This curriculum provides a method for assessing and teaching communication skills to students with autism and related developmental disorders. It is the TEACCH communication curriculum, designed to meet the needs of children with a variety of language skills, but also intended to be useful with children who are not developmentally ready to learn language but who need to learn some communication skills at a preverbal or nonverbal level. (Language)

- Mates, T. (1990). Siblings of autistic children: Their adjustment and performance at home and in school. Journal of Autism and Developmental Disorders, 20, 545-553.

The relationship between sex and family size of siblings and the siblings' performance on achievement, self-concept, home behavior, and school behavior was examined. Results showed little variance as a function of sex or family size, and the siblings' performance was not suggestive of needing special intervention. (Family Factors)

- Mesibov, G. (1990). Normalization and its relevance today. Journal of Autism and Developmental Disorders, 20, 379-390.

The normalization principle was influential in promoting a comprehensive community-based service delivery system for people with developmental handicaps. Issues in community-based programs for developmentally handicapped people have become more diverse and the choices more complex, and the effects of the normalization principle have polarized issues for many reasons. What is needed to replace the normalization principle today are guiding concepts that are clearer, more responsive to clients needs, and more reflective of value systems in the best interests of handicapped people. (General)

- Mesibov, G., & Stephens, J. (1990). Perceptions of popularity among a group of high-functioning adults with autism. Journal of Autism and Developmental Disorders, 20, 33-43.

This study of how a group of adults with autism perceived one another's interpersonal attributes and popularity used a sociogram and a questionnaire designed to determine perceptions of best looking, most athletic, and most humorous group members. These were administered to group members and nonhandicapped group leaders. Group members' assessments and those of nonhandicapped group leaders differed. (Adolescence and Adulthood)

- Schopler, E., & Hennike, J. (1990). Past and present trends in residential treatment. Journal of Autism and Developmental Disorders, 20, 291-298.

The history of residential care for those with autism and other developmental handicaps is summarized for the past 200 years. Residential trends toward community integration in the past three decades are traced for autism, and parallel cycles for residential care from previous periods are identified. Some negative side effects of current trends are identified if the needs of the population with handicaps and the community are not better integrated in the future. (Adolescence and Adulthood)

- Schopler, E., Reichler, R., Bashford, A., Lansing, M., & Marcus, L. (1990). Individualized assessment and treatment for autistic and developmentally disabled children: Vol. 1. Psychoeducational profile revised (PEP-R). Austin, TX: Pro-Ed.

The PEP-R, an inventory of behaviors and skills designed to identify uneven and idiosyncratic learning patterns, is the diagnostic tool developed by Division TEACCH over the past 20 years to provide the effective assessments necessary for designing individualized instruction and home teaching programs for autistic and related developmentally disordered children. The new edition was compiled in response to the need for evaluating younger children as younger identification of autism and related developmental disorders becomes a reality. (Diagnostic Assessment)

- Van Bourgondien, M. E., & Elgar, S. (1990). The relationship between existing residential services and the needs of autistic adults. Journal of Autism and Developmental Disorders, 20, 299-308.

Most residential service options have been designed for individuals with handicaps other than autism and therefore have difficulty addressing the needs of all but the highest functioning autistic adults. This paper provides a review of the characteristics of autism that affect adaptation to residential settings. (Adolescence and Adulthood)

- Van Bourgondien, M. E., & Schopler, E. (1990). Critical issues in the residential care of people with autism. Journal of Autism and Developmental Disorders, 20, 391-401.

This article is the summary of this special issue on residential issues in autism. The two editors of the issue review the shared concerns of the authors of the articles and the individual program variations presented. (Adolescence and Adulthood)

- Wall, A. J. (1990). Group homes in North Carolina for children and adults with autism. Journal of Autism and Developmental Disorders, 20, 353-366.

This article looks at several aspects of group homes including cost effectiveness, staff selection and training, level of structure and programming, composition of the client group, adherence to a central philosophy, and the role of administration. Evidence suggests that group homes are a viable and cost-effective residential option for autistic people. (Adolescence and Adulthood)

In Press

- Bristol, M., & Schopler, E. (in press). The TEACCH preschool intervention program. In E. Schopler, M. E. Van Bourgondien, & M. Bristol (Eds.), Preschool issues in autism and related developmental handicaps. New York: Plenum.

This chapter describes how selected aspects of assessment and intervention are brought together in a specific day treatment program that serves toddlers and preschool children in Division TEACCH. (Treatment Model)

- Cox, R. (in press). Normal childhood development from birth to five years. In E. Schopler, M. E. Van Bourgondien, & M. Bristol (Eds.), Preschool issues in autism and related developmental handicaps. New York: Plenum.

This chapter presents important aspects of development during the typical child's first five years of development. The focus is on the development accomplishments that allow children to function socially and communicatively within their world. (General)

- DiLavore, P., & Schopler, E. (in press). Is Asperger syndrome different from infantile autism? Journal of the American Academy of Child and Adolescent Psychiatry.

Whether Infantile Autism and Asperger Syndrome are separate diagnostic categories is examined by reviewing the available empirical literature. The review supports the conclusion that AS is a component of the autism syndrome: that there is no currently demonstrated empirical basis for using AS separately from IA. (Autism Theory)

Gallagher, J., & Bristol, M. (in press). Families of young handicapped children. In M. Wang, M. Reynolds, & H. Walberg (Eds.), Handbook of special education research and practices. Vol. 3. Oxford, England: Pergamon.

This chapter explores the factors that influence a family's adaptation to having a handicapped child, the effect of the child on the family, the role expectations of family members in coping with the child, the effects of increased stress on the family unit, and the effectiveness of various parent intervention programs. A major theme of the chapter is that the handicapped child is a member of a complex social system that must be understood in order to be effective in helping the child adapt. (Family Factors)

Lord, C. (in press). A cognitive behavioral model for the treatment of social-communicative deficits in adolescents with autism. In R. McMahon & R. Peters (Eds.), Behavior disorders of adolescence: Research, intervention, and policy in clinical and school settings. New York: Plenum.

This chapter provides a preliminary model for the treatment of social and communicative deficits in higher level autistic adolescents who use spoken language to communicate. Discussion moves from operational definitions of specific deficits to implications for intervention. (Treatment Model)

Lord, C. (in press). Cognitive functioning in high-level autistic students. In E. Schopler & G. Mesibov (Eds.), High-functioning individuals with autism. New York: Plenum.

This chapter presents a detailed account of the cognitive functioning of high-level autistic students. (Autistic Characteristics)

Lord, C. (in press). Early social development in autism. In E. Schopler, M. E. Van Bourgondien, & M. Bristol (Eds.), Preschool issues in autism and related developmental handicaps. New York: Plenum.

This review describes the social deficits of autistic children during preschool years. Assessment techniques and interventions are discussed briefly. (Autistic Characteristics)

Lord, C. (in press). Methods and measures of behavior in the diagnosis of autism and related disorders. Psychiatric Clinics of North America.

Much recent attention has been directed to creating diagnostic frameworks for autism, but far less attention has been paid to how information needed for diagnosis is collected. This review paper considers various methods of diagnosis and their implications for our understanding of the social and communicative deficits in autism. (Diagnostic Assessment)

Lord, C., Mulloy, C., Wendelboe, M., & Schopler, E. (in press). Pre- and perinatal factors in high-functioning females and males with autism. Journal of Autism and Developmental Disorders.

Nonoptimality indices were found to be slightly higher for high-functioning autistic subjects than their normally developing siblings, but the difference was strongly associated with birth order. No sex differences occurred. (Biomedical)

Lord, C., & Ward, M. J. (in press). Autism and childhood psychosis. In H. Adams & P. Sutker (Eds.), Comprehensive handbook of psychopathology (2nd ed.). New York: Plenum.

This update of a previous review discusses autism and other severe social-communicative impairments in childhood. Behavioral characteristics, treatment, and follow-up studies of children with autism and related disorders are covered. (Autistic Characteristics)

- Marcus, L., Lansing, M., & Schopler, E. (in press). Assessment of the autistic and pervasive developmentally disordered child. In D. Willis & J. Culbertson (Eds.), Testing young children. Austin, TX: Pro-Ed.

This chapter reviews methods and strategies used at Division TEACCH for assessment and intervention with young autistic children and the importance of the family in the assessment process. While assessment is only the first step of service to autistic children and their families, its importance to their future success is stressed. (Diagnostic Assessment)

- Marcus, L. M., & Schopler, E. (in press). Assessment of pervasive developmentally disordered children and adolescents. In T. Ollendick & M. Hersen (Eds.), Handbook of child and adolescent assessment. New York: Pergamon.

This chapter describes concepts, methods, and techniques for the assessment of children and adolescents with pervasive developmental disorders, especially those diagnosed with autism. It also reviews current efforts to translate assessment data into effective interventions. A case illustration integrates the concepts and methods. (Diagnostic Assessment)

- Marcus, L., & Stone, W. (in press). Assessment of the young autistic child. In E. Schopler, M. E. Van Bourgondien, & M. Bristol (Eds.), Preschool issues in autism and related developmental handicaps. New York: Plenum.

This chapter discusses the importance of establishing a clear diagnosis, communicating results openly with parents, and linking assessment data to intervention methods. The relationship between clinical and empirical approaches and the gaps in our current understanding of autism are illustrated. (Diagnostic Assessment)

- Mesibov, G. (in press). Autism. In R. Dulbecco (Ed.), Encyclopedia of human biology. New York: Academic Press.

This introductory article on autism presents the primary characteristics, associated features, demographics and epidemiology, etiology, and neurological correlates of autism. Theories of autism are discussed briefly, followed by a detailed presentation of the three major treatment approaches (psychodynamic, medical or biological, and behavioral). (Autistic Characteristics)

- Mesibov, G. (in press). Individual treatment and social skills training with high-functioning adolescents and adults with autism. In E. Schopler & G. Mesibov (Eds.), High-functioning individuals with autism. New York: Plenum.

Individual and group work can be useful with high-functioning adolescents and adults with autism. Although they should be conceptualized differently from the psychoanalytic approaches they resemble, these treatment modalities can make a contribution. Principles that can be followed in individual and group counseling and potential applications of these intervention approaches are presented with empirically validated case studies of treatment effectiveness. (Adolescence and Adulthood)

Mesibov, G., & Van Bourgondien, M. (in press). Autism. In S. Hooper, G. Hynd, & R. Mattison (Eds.), Assessment and diagnosis of child and adolescent psychiatric disorders: Current issues and procedures. Hillsdale, NJ: Lawrence Erlbaum.

This chapter presents the history and evolution of the autism syndrome. After tracing the historical background of autism, the important issues in the evolution of the definition are examined. The chapter closes with a review of existing diagnostic instruments and the supporting evidence for each of them. (Autistic Characteristics)

Ousley, O., & Mesibov, G. (in press). Sexual attitudes and knowledge of high-functioning adolescents and adults with autism. Journal of Autism and Developmental Disorders.

Sexual knowledge and interest of 21 high-functioning autistic adults and 20 mildly to moderately mentally retarded nonautistic adults were assessed by a sexuality vocabulary checklist and a multiple choice questionnaire. Group results in experience, knowledge, and interest are presented. Suggestions are made to include social skills training in sex education classes for autistic adolescents and adults. (Adolescence and Adulthood)

Schopler, E. (in press). Behavioral and research influences on educational and clinical programs. In N. Giddan & J. Giddan (Eds.), Autistic adults at Bittersweet Farms. Binghamton, NY: Haworth.

This chapter discusses its title issues as they have evolved in Division TEACCH. Issues of behavior analysis, behavior management, and structured teaching as they relate to TEACCH philosophy and practice are covered. Research issues and processes at TEACCH are presented in a broad way to include both formal and informal studies. (Adolescence and Adulthood)

Schopler, E., (in press). Structured teaching. In E. Schopler & G. Mesibov (Eds.), Assessment and management of behavior problems in autism. New York: Plenum.

This chapter describes structured teaching as a classroom method for dealing with behavior problems. The elements of structured teaching are presented in the context of the classroom methods used by Division TEACCH. (Treatment Model)

Schopler, E., & Mesibov, G. (Eds.) (in press). Assessment and management of behavior problems in autism. New York: Plenum.

This book opens with an overview section covering assessment of behavior problems, principles of behavior management, and medical causes of behavior problems. Sections on assessment and treatment issues are followed by a section of special issues such as the use of punishment and nonaversive approaches to treatment. (Behavior Management)

Schopler, E., & Mesibov, G. (Eds.). (in press). High-functioning individuals with autism. New York: Plenum.

Included in the overview section of diagnostic and etiologic issues are chapters by a parent and a person with high-level autism. Sections on social and education issues make up the core of the book. Two final sections, one of parent essays and one of personal accounts, complete the volume. (Adolescence and Adulthood)

Schopler, E., & Mesibov, G. (in press). Introduction and overview. In E. Schopler & G. Mesibov (Eds.), Assessment and management of behavior problems in autism. New York: Plenum.

This chapter introduces the topic of assessment and management of behavior problems and reviews the purpose and content of each chapter. (Behavior Management)

Schopler, E., & Mesibov, G. (in press). Introduction and overview. In E. Schopler & G. Mesibov (Eds.), High-functioning individuals with autism. New York: Plenum.

This chapter introduces the topic and reviews the purpose and content of each chapter. (General)

Schopler, E., & Van Bourgondien, M. (in press). Treatment and Education of Autistic and related Communication handicapped CHildren (TEACCH). In N. Giddan & J. Giddan (Eds.), Autistic adults at Bittersweet Farms. Binghamton, NY: Haworth.

This chapter reports on the state-wide TEACCH system for treatment and understanding of autistic children. It gives an overview of the key concepts and components of Division TEACCH.

Schopler, E., Van Bourgondien, M. E., & Bristol, M. (Eds.). (in press). Preschool issues in autism and related developmental handicaps. New York: Plenum.

This book presents an introduction and overview of preschool issues, followed by a section of chapters on diagnosis and assessment and a final section of chapters presenting interventions. (General)

Schopler, E., Van Bourgondien, M. E., & Bristol, M. (in press). Introduction and overview. In E. Schopler, M. E. Van Bourgondien, & M. Bristol (Eds.), Preschool issues in autism and related developmental handicaps. New York: Plenum.

This chapter introduces the topic and reviews the basic content of each of its chapters. (General)

Van Bourgondien, M. E. (in press). Behavior management in the preschool years. In E. Schopler, M. E. Van Bourgondien, & M. Bristol (Eds.), Preschool issues in autism and related developmental handicaps. New York: Plenum.

This chapter reviews the types of problems seen in autism and describes how these problems relate to both normal development and the underlying deficits of autism. Ways of preventing behavior problems through structured teaching techniques and working with families are presented along with a strategy for analyzing and solving problems around specific behavior problems. (Behavior Management)

Van Bourgondien, M. E., & Woods, A. (in press). Vocational possibilities for high-functioning adults with autism. In E. Schopler & G. Mesibov (Eds.), High-functioning individuals with autism. New York: Plenum.

This chapter discusses factors critical to successful employment and describes two of the options being developed in North Carolina--supported employment and an integrated vocational and residential program, the Carolina Living and Learning Center. (Adolescence and Adulthood)

Venter, A., Lord, C., & Schopler, E. (in press). A follow-up study of high-functioning autistic children. Journal of Child Psychology and Psychiatry.

The paper reports an 8-year follow-up study of 58 high-functioning children into adolescence and adulthood. Verbal IQ and discourse comprehension were the strongest predictors of academic achievement and adaptive skills. Academic achievement was significantly higher than found in other large follow-up studies of 10-20 years ago. (Treatment Outcome)

Volden, J., & Lord, C. (in press). Neologisms and idiosyncratic language in autistic speakers. Journal of Autism and Developmental Disorders.

Instances of idiosyncratic use of words or phrases were identified from spontaneous speech samples of age- and verbal IQ-matched groups of autistic, mentally handicapped, and normally developing children and adolescents. True neologisms were found to be most frequent in the language of mentally handicapped autistic children. Autistic children of all intellectual levels showed more nondevelopmental syntax errors and unusual use of words than other children. (Language)